المملكة العربية السعودية
وزارة التربية والتعليم
وكالة التخطيط والتطوير

MINISTRY OF EDUCATION

Challenges 2

English Language

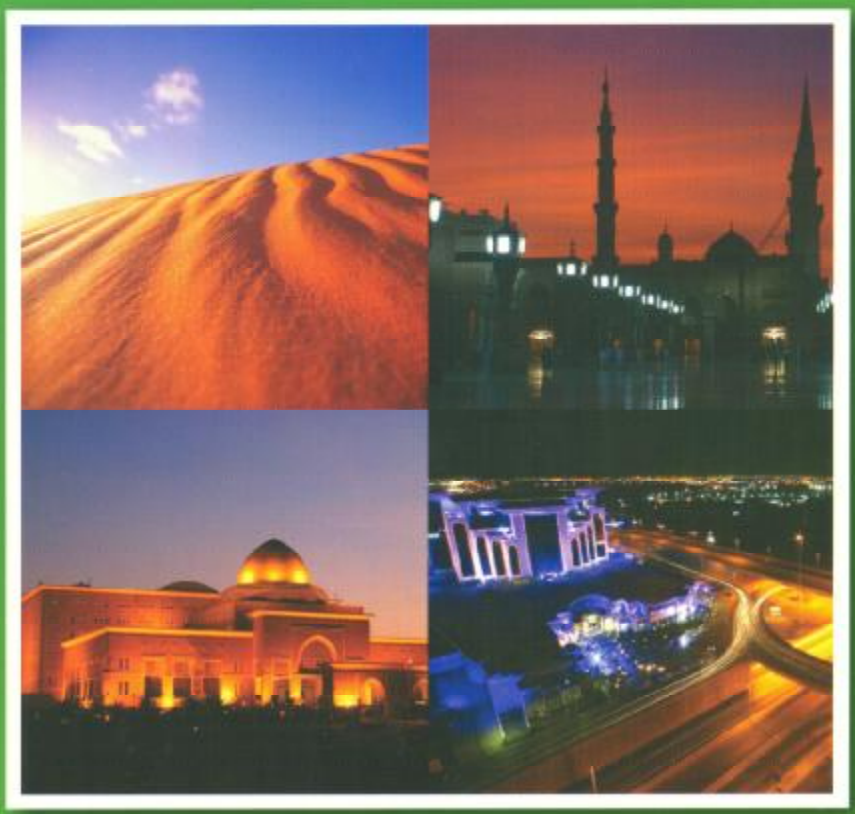
اللغة الإنجليزية

التعليم الثانوي- نظام المقررات

البرنامج المشترك المستوى (2)

الصف الأول الثانوي

(الفصل الدراسي الثاني)



Student's Book

كتاب الطالب

Pilot Edition 2010/2011

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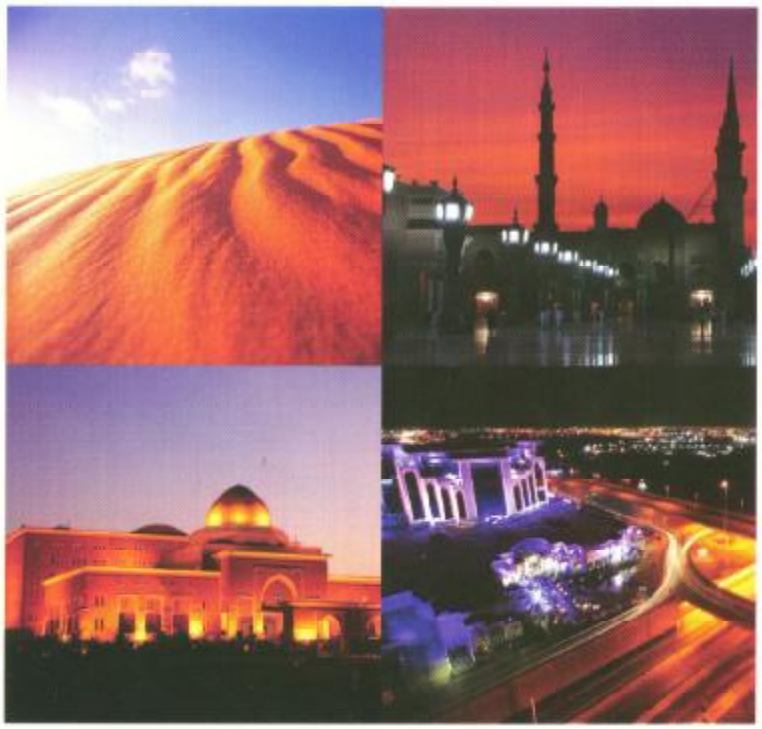
Challenges

KSA Edition



Student's Book

2

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Module 1

- Talk about the future; make offers.
- Read a science fiction story.
- Listen to phone messages.
- Write a short weblog or diary.
- Learn about *will* and the Future Conditional.

Technology

Get Ready

1 Look at the Key Words. What things can you see in the photos?

Key Words: Technology (1)

digital camera, domestic robot, DVD player, flat screen TV, handheld computer, headphones, laptop, pen drive, mobile phone with camera, MP3 player, video camera, walkie-talkie watch

2 Listen to a shop assistant in an electrical shop. What three things does he describe?

3 Which three things in Exercise 1 would you most like to have?

4 Work in pairs. Ask and answer questions from the questionnaire. Then check your scores on page 67.

Are you a 'techy'?

1 Which of these things can you use?

digital camera ☐ mobile phone ☐ MP3 player ☐
video camera ☐ walkie-talkie watch ☐

2 What things can you do on a computer?

write and save a document ☐ scan pictures ☐
insert a picture into a document ☐
insert a table ☐ change the size, style and colour of the text ☐

3 What can you do on the Internet?

find information ☐ send an email ☐
read the news ☐ download programs ☐
upload information / photos onto the Internet ☐

4 What things can you use on a mobile phone?

games ☐ calculator ☐ alarm clock ☐
camera ☐ texting ☐

1 Tomorrow's World

Warm-up

1 What gadgets and machines *didn't* your grandparents have when they were your age?

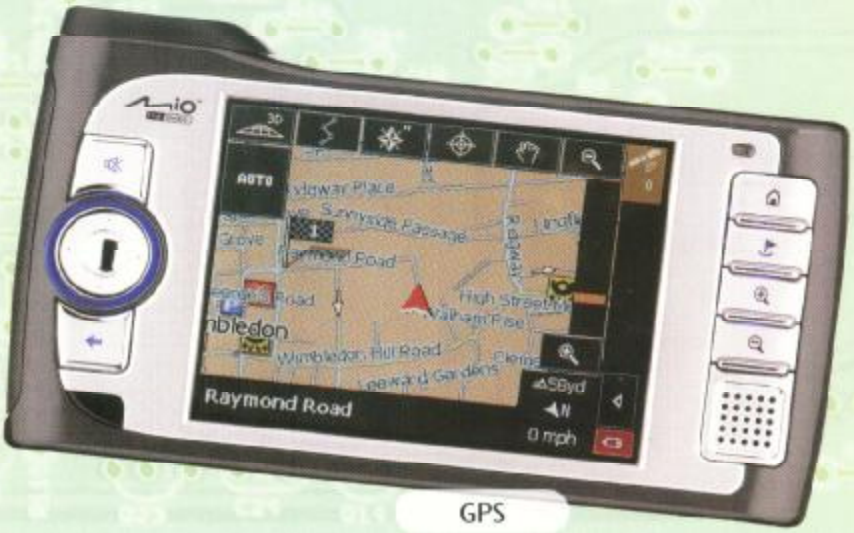
Example
Our grandparents didn't have CD players.

Reading and Listening

2 Read and listen to the TV interview. Then match the Key Words with the definitions (1–8).

Key Words: Technology (2)
animation, chip, e-books, GPS, smart clothes, satellite, 3D, to track

1 a small piece of silicon in computers
2 global positioning system
3 to find people / things electronically
4 electronic books
5 three-dimensional
6 moving pictures
7 clothes with electronic gadgets inside
8 it goes around the Earth



GPS

Smart clothes

Presenter: Hi, welcome back. We were looking at new gadgets. But what about the future, Ben? Will mobiles get smaller?

Expert: No, they won't. They're too small now! But we'll use them more. People will use computers less. They'll download everything onto their mobiles.

Presenter: And will parents use mobiles to track their kids?

Expert: Yes, they will. Some schools now track pupils; they have to wear badges with microchips inside. The chips use a satellite system (GPS) to locate students in the school.

Presenter: That sounds terrible!

Expert: Yes, it does. But e-books will be interesting.

Presenter: You mean books on a computer?

Expert: No, I mean ordinary books with moving pictures.

Presenter: How?

Expert: You'll have to read the book with special glasses and you'll see 3D animation.

Presenter: That sounds brilliant! What will clothes be like? Will they be electronic, too?

Expert: Sure, there'll be smart clothes. You won't carry your MP3 player, you'll wear it.

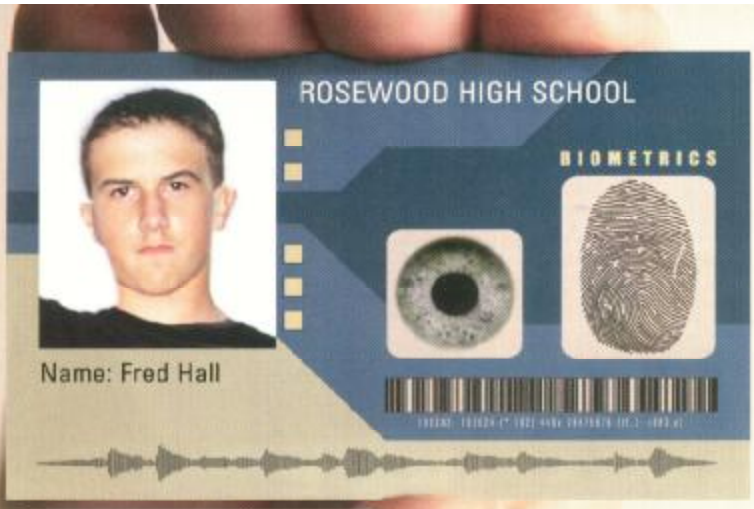
Presenter: Wear it?

Expert: Yes, it will be part of your jacket. Smart clothes will also react to your body temperature to make you warmer or colder. They'll have a computer, too.

Presenter: Really?

Expert: Yes, the keyboard will be in your tie, for example.

Presenter: Now I think you're joking!



An ID card with a microchip

Grammar: *will* for predictions

3 **Complete the sentences from the interview with *will* or *won't*.**

Affirmative	
People [1] _____ **use** computers less.	
There [2] _____ **be** smart clothes.	
Negative	
You [3] _____ **carry** your MP3 player.	
Questions	**Short Answers**
[4] _____ mobile phones **get** smaller?	Yes, they **will**. No, they **won't**.
***Wh*- Questions**	
What [5] _____ clothes **be** like?	

4 **Choose the correct word to complete the rule.**

We use *will* and *won't* to talk about the (present/future).

5 **Pronunciation** **Listen and repeat four sentences from the dialogue. Notice how *will* often becomes *'ll*.**

Practice

6 **Complete the sentences with *will* or *won't*. Use the interview to help you.**

1 Mobile phones _____ get smaller.
2 We _____ use mobile phones more.
3 People _____ download all their files on their computers.
4 Books _____ have moving pictures.
5 We _____ carry MP3 players.
6 Clothes _____ react to our body temperature.

7 **Work in pairs. Use the cues to make questions about the future. Add your own questions.**

Example
A: *Will people do more shopping on the Internet?*
B: *I think they will.*

- shop on the Internet?
- use traditional telephones?
- write letters?
- read newspapers?
- go to school?
- use traditional shops?

8 **Work in groups. Make predictions about young people's lives in five years' time. Think about:**

- sport
- fitness
- culture
- clubs
- schools
- social life

Example
Teenagers will do more sport. Clubs won't be very popular.

9 **Read your predictions to the class.**

Your Turn

10 **Make predictions about your life in five years' time. Use the cues and your own ideas.**

Example
I'll be a student. I won't be married. I'll live with my parents.

- education
- family life
- home
- money
- married/single
- interests
- holidays
- free time

11 **Work in pairs. Ask each other about your predictions.**

Example
A: *Will you go to school?*
B: *No, I won't. I'll be a student.*
A: *Where will you live?*
B: *I'll live with my parents.*

2 The Dream?

Warm-up

1 Read the questions and think about your answers. Then have a class vote.

Do you think ...
- we will go to another planet?
- we will ever meet alien life?
- you will go into space?

2 Look at the pictures (a–d). Guess the order of the science fiction story.

Reading

3 Read the story and check your guesses from Exercise 2.

4 Look at the Reading Help.

Reading Help: Difficult words

- Read the sentence with the difficult word. Is the word a noun, adjective, verb or adverb?
- Read the sentences before and after and try to guess the meaning from the context.

5 Now read the text again and choose the correct meaning of these words, a) or b).

1 deck	a) floor	b) bottom
2 calm	a) cold	b) quiet
3 land	a) go away	b) go down
4 stare	a) look quickly	b) look for a long time
5 soaked	a) very wet	b) very angry

JIMMY STOOD ON THE DECK OF THE SHIP.
THERE WAS A FULL MOON SO HE COULD SEE ALL AROUND.
THERE WERE NO SHIPS AND THE SEA WAS CALM.
JIMMY SHIVERED.
HE WAS COLD AND UNHAPPY.
HE WANTED TO SEND A TEXT TO HIS FRIEND BUT HIS PHONE WAS NOT WORKING.

AT THAT MOMENT JIMMY HEARD A HUGE SPLASH.
THE WATER WENT EVERYWHERE AND HE WAS SOAKED.
HE WAS ALWAYS UNLUCKY LIKE THAT!
A SMALL STARFISH LANDED ON THE DECK.
HE PICKED IT UP AND TURNED TO LOOK IN THE DIRECTION OF THE SPLASH. THERE WAS NOTHING UNUSUAL. THE SEA WAS CALM AND STILL.

SUDDENLY JIMMY SAW SOME LIGHTS UNDER THE SURFACE OF THE SEA.
THEY WERE MOVING TOWARDS HIM AND THEY WERE COMING CLOSER ... AND CLOSER.
HE STARED AT THE UNKNOWN LIGHTS.
THEY WERE IN A LARGE CIRCLE.
IT LOOKED LIKE A SPACESHIP.
JIMMY WAS SCARED.
HE WATCHED AS THE LIGHTS CAME ABOVE THE SURFACE OF THE SEA – IT WAS A SPACESHIP.

6 Answer questions about the text.

1 Why was Jimmy unhappy?
2 What did he pick up from the deck?
3 What did Jimmy see under the water?
4 Why did he shout 'Help'?
5 What happened when he shouted 'Help'?
6 Why did Jimmy say it wasn't a dream?

7 Look at the Word Builder and find the opposites of the words.

Word Builder

known	1 *unknown*
happy	2 _____
usual	3 _____
comfortable	4 _____
lucky	5 _____

8 Now choose adjectives from the Word Builder to describe these people.

Example
1 *Cath and Tim – happy and lucky*

1 Cath and Tim have got a lovely house and three children.
2 Curtis has a very small car and he's 2.5 metres tall!
3 Jack played really well but he lost the important match.
4 Mike is a writer. Nobody knows him but he loves his job.
5 Luca is Italian but he doesn't like pizza or pasta!

'HELP!' JIMMY SHOUTED.

'IS THAT YOU JIMMY?' SHOUTED HIS MOTHER. 'WAKE UP. IT'S JUST ANOTHER ONE OF YOUR BAD DREAMS.'

JIMMY OPENED HIS EYES AND SAT UP IN BED. HE FELT COLD AND UNCOMFORTABLE. HE WAS SOAKED! AND IN HIS HAND THERE WAS A STARFISH. IT WAS STILL ALIVE.

'LOOK!' JIMMY SAID AS HE GAVE THE STARFISH TO HIS MOTHER. 'IT WASN'T A DREAM.'

9 Look at the Sentence Builder.

Sentence Builder

He wanted to send a text **to his friend**.	He wanted to send **his friend** a text.
He gave the starfish **to his mother**.	He gave **his mother** the starfish.

10 Now put the words in the correct order to make sentences.

1 me / some pocket money / gave / my dad
2 a text message / I / to him / sent
3 she / an email / us / sent
4 my mother / my little brother / a bedtime story / told
5 a cake / for them / made / she
6 for me / bought / a lovely present / my friend

Speaking

11 **Game** Work in pairs. Imagine you are an alien and you're visiting Earth. Describe something you can see. Your partner guesses what it is. Use the cues and your own ideas.

Example
A: *It's square. It has got bright, moving pictures on it. It's very noisy.*
B: *Is it a television?*
A: *Yes, it is.*

- a television
- a car
- a mobile phone
- a camel
- a tree
- a pizza
- fire
- the sky

Fact or Fiction?
Light travels at 186,282.397 miles per second.
Answer on page 68.

3 The Science Museum

Warm-up

1 Look at the photo and answer these questions.

1 What kind of museums do you like? Is there a science museum near you?

2 What areas of science are you interested in? (e.g. biology, chemistry, computer studies, physics)

Reading and Listening

2 Read and listen to the dialogue on page 11. Complete the sentences with names.

1 _____ sent a text message.

2 _____ suggests a child tracker.

3 _____ suggests a mobile phone tracker.

4 _____ understands trackers.

Four students meet at a science museum.

Rafiq: Did you get my text message?

Adil: Yeah, you said you have some news! What is it?

Rafiq: I'll tell you. We have to design something for our school project. What do you think? What about an electronic toy?

Walid: That's easy! Rami plays with electronic cars.

Rami: Very funny, but they're not toys.

Adil: Well, what about something useful for kids?

Walid: My little brother, Hani, got lost in the shopping mall last week.

Rami: So?

Walid: So, how about a child tracker?

Rafiq: You can already buy those. You put them on a kid's coat or somewhere.

Adil: How do they work?

Rafiq: It's a chip with a GPS to show its location. It sends signals to the parents' mobiles.

Rami: Mm. Well, what about a tracker for mobiles? I always lose mine!

Adil: Isn't that complicated?

Rafiq: No, we can adapt a child tracker. Adil, we'll do that.

Rami: Okay.

Adil: But where can we get a tracker?

Walid: I'll ask my uncle – he's an electrical engineer.

Adil: Great idea, Walid!

Speaking

3 Look at the Key Expressions.

Key Expressions: Offers

I'll tell you. **We'll** do that.
I'll ask my uncle.

4 Now match the sentences (1–5) with the offers (a–e).

1 I think the phone is ringing.
2 I haven't got enough money.
3 Your brother wants to go to the shops.
4 I don't know how to do this.
5 It's very cold in here.

a) I'll take him.
b) I'll close the window.
c) I'll show you.
d) I'll give you some.
e) I'll get it.

5 Work in pairs. Take turns to say the sentences. Use the cues in brackets to make offers.

Example

A: *It's very hot in here.*
B: *I'll open a window.*

1 It's very hot in here. (open)
2 This homework is really difficult. (help)
3 This plate is dirty. (clean)
4 Your friend wants to talk to you. (phone)
5 I don't know the answer. (tell)
6 Your friend needs a calculator. (lend)
7 I don't want this sandwich. (eat)
8 Where's the dictionary? (get)
9 How much were the drinks? (pay)
10 I have to go to the dentist. (go with)

Everyday Listening

1 Listen to five phone messages. Complete the information in the table.

Caller	MESSAGE
Bilal	LIVERPOOL WON 1 _____. THEY ARE IN THE 2 _____.
Samira	SEE YOU OUTSIDE THE 3 _____ AT 4 _____.
Youssef	GOT THE NEW 5 _____ – BE AT YOUR HOUSE ABOUT 6 _____.
Fadwa	A PROBLEM WITH THE 7 _____ HOMEWORK – CAN'T DO NUMBER 8 _____.
Fawzi	GOT OUR 9 _____ TEST RESULTS – YOU GOT EIGHTY PER CENT!

2 **Listen closely** Listen to this sentence. Notice that the final *-d* of *scored* disappears.

Liverpool scor~~ed~~ two late goals.

3 Now listen to these extracts from the messages. What letters in the underlined words do they not pronounce? Repeat the sentences.

1 I'll see you outside the library at half-past six.
2 It's Youssef. Just to say I've got the new game.
3 I talked to Samia and she can't do it.
4 We got our history test results today.
5 See you next week!

Writing: A diary or blog

1 Rafiq writes a diary or blog about his school project. Read his diary. What did each member of the group do for the project?

Text Builder

2 Complete the blog with these words.

after, before, during, later, suddenly, when

Rafiq's Blog

picture (1)

recent posts

>> Wednesday, 10th March
>> Tuesday, 9th March
>> Monday, 8th March

archived articles

>> Our project
>> Our city
>> Our families
>> Our group

>> Wednesday, 10th March

Our teacher helped us finish our project. Everybody presented their design in front of the class. We all listened and made a list of the best ideas and designs. [1] _____ the presentations, we talked in our groups and decided which project was best. It was really fun!

| Comments (0)

>> Tuesday, 9th March

We tried to finish the project but we didn't. Everything went fine at first. Adil and Rami were working on the tracker and Walid and I were loading the software. [2] _____, there was a power cut. We thought we would lose all of the work on the computer, but when the power came on again we saw it was saved! [3] _____, Adil and I went to the café and talked about the project.

| Comments (1)

>> Monday, 8th March

Today it was time to start the project! [4] _____ we started, we were very nervous but [5] _____ the planning we became more relaxed. Adil and Rami took the child tracker and made some small changes to it. Walid and I will put the tracking software on the computer tomorrow. Have a look [6] _____ it's ready – it will look great.

| Comments (3)

Citizenship

3 **Write your own diary or blog for three days of last week. Follow the steps.**

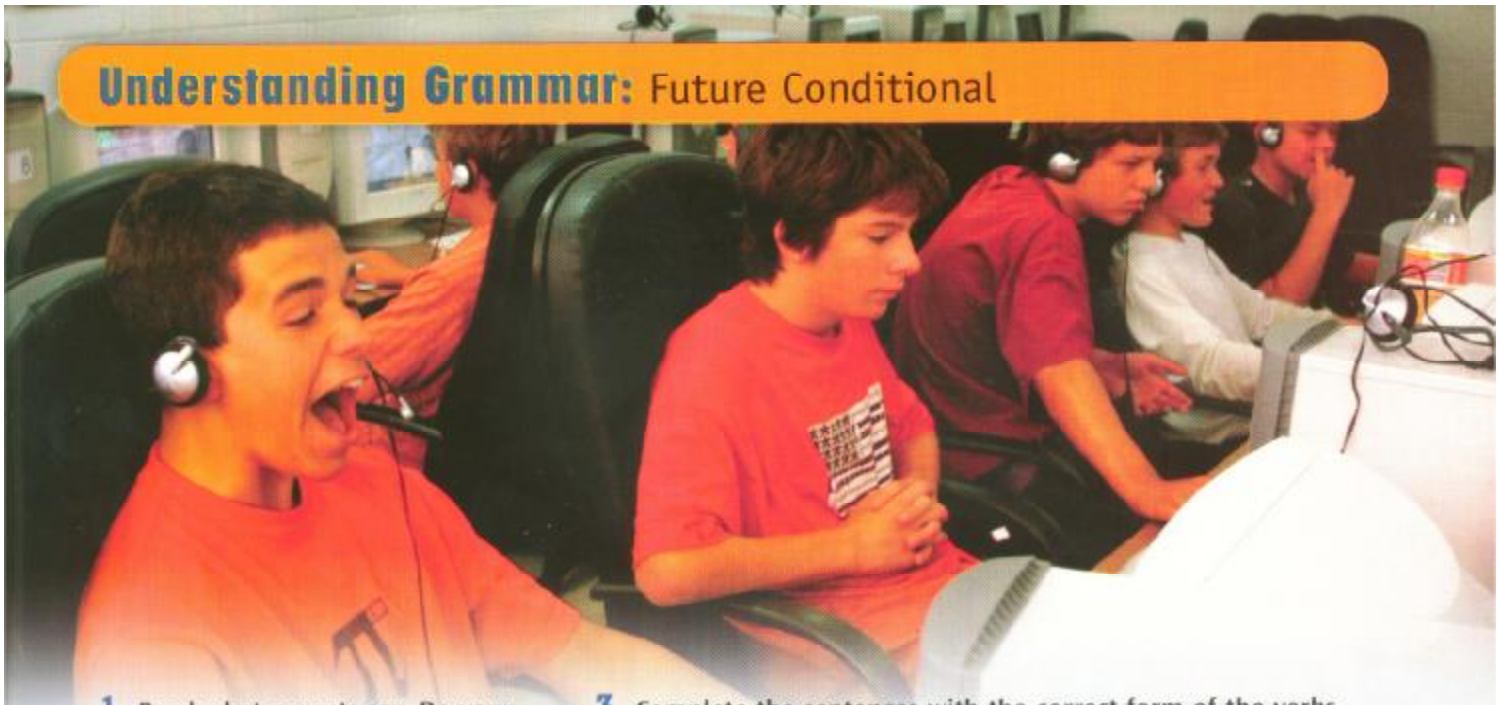
STEP 1 Make notes about three days last week.

- What did you do with your family?
- What did you do at school?
- What did you do with your friends?

STEP 2 Use your notes to write your blog. Include some linking words from Exercise 2.

4 **Work in groups. Read your partners' diaries. Choose the most interesting one and read it out to the class.**

Understanding Grammar: Future Conditional



1 **Read what parents say. Do your parents say any of these things?**

a) 'He watches TV or plays computer games all the time. If he doesn't do any sport, he'll get fat and unhealthy.'

b) 'I'm worried about some of the games he plays. What will happen if he plays them too much?'

c) 'He texts all the time. We won't pay his bills if he doesn't stop!'

d) 'He asks for a new gadget every day – a virtual pet, a digital camera, a personal video player. I don't know what to do. If we buy him everything he wants, he'll be spoilt!'

2 **Complete these sentences from the text above with the correct form of the verbs.**

If Present Simple	*will* + infinitive
If he [1] _____ any sport,	he [2] _____ fat.
If we [3] _____ him everything he wants,	he [4] _____ spoilt!

will + infinitive	if Present Simple
What [5] _____	if he [6] _____ them too much?
We [7] _____ his bills	if he [8] _____!

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 If they _____ (invent) a new computer system, I _____ (save up) for one.

2 If they _____ (design) a new mobile phone, I _____ (buy) it with my savings.

3 If I _____ (study) hard, I _____ (pass) my exams.

4 If I _____ (not find) the books I need, I _____ (use) the Internet.

5 If my brother _____ (play) on my computer again, I _____ (not lend) him my mobile.

6 I _____ (not be) happy if my friend _____ (read) my emails.

4 **You're playing a game on a computer. Write the clues to find the treasure.**

Example

1 *If you go into the dungeon, you'll find the stairs.*

1 go into the dungeon – find the stairs
2 climb the stairs – find some food
3 touch the food – guard attack you
4 not run away – get a sword
5 win the fight with the guard – find a map
6 follow the map – meet friendly old man
7 listen to him – find the treasure

5 **You got some money from your grandparents. You can buy one of the things below. Write what you will do with it/them.**

Example

If I buy a new computer, we'll play some games on it on Saturday.

- a new computer
- an MP3 player
- a digital camera
- a new computer game
- a DVD player
- some books
- a new bike
- a new mobile
- a football shirt

Study Corner 1

Language Check

1 Complete the sentences with names of gadgets or machines.

1 Ahmad's got a new d _ _ _ _ _ _ camera.
2 Can I copy that CD onto my MP3 p _ _ _ _ _?
3 Don't listen to DVDs too loudly on your h _ _ _ _ _ _ _ _ _ _.
4 Has your m _ _ _ _ _ phone got a camera?
5 Salma's parents have bought a flat s _ _ _ _ _ TV – it's brilliant.

2 Complete each sentence with an adjective.

6 I can't relax in this chair. It's really un_____.
7 He ran well but didn't win. He was very un_____.
8 I was very un_____ when my nan died.
9 His first match was in 1996 when he was an un_____ player.
10 Keanu is an un_____ name.

Vocabulary ☐ / 10

3 Put the verbs in brackets in the correct form.

11 If I see your teacher, I _____ (give) him/her the message.
12 I _____ (not go out) if I'm tired.
13 If we _____ (have) enough money, we'll buy a new car.
14 They _____ (win) if they try hard.
15 If it _____ (be) late, I won't phone you.

4 Use the cues to write affirmatives (✓), negatives (✗) or questions (?) about the next fifty years. Use *will* or *won't*.

16 books / disappear (✗)
17 there / be / city under the sea (?)
18 scientists / find / a cure for cancer (✓)
19 most people in the world / speak English (✗)
20 there / be / enough fresh water (?)
21 domestic robots / do the housework (✓)
22 the police / track everybody (?)
23 there / be / a colony on the Moon (✓)
24 we / have / school lessons over the Internet (✗)
25 smart clothes / become popular (✓)

Grammar ☐ / 15

5 For each situation, write an offer. Use the verbs in brackets.

26 Your friend can't do his/her homework. (help)
27 The phone is ringing. (answer)
28 It's very hot in the room. (open)
29 Your friend hasn't got his/her bus fare. (give)
30 Your neighbour is ill and can't go out. (do the shopping)

Key Expressions ☐ / 5

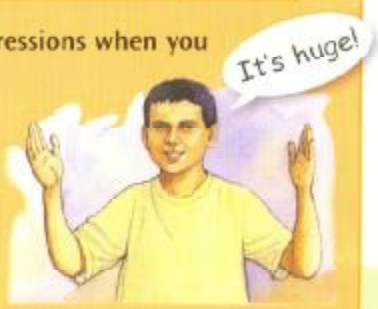
Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Then do the exercises on page 12 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 2 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 1 – Grammar
Numbers 26–30	Unit 3 – Key Expressions

Study Help: Communicating

Use gestures and expressions when you communicate.



Use words to give you time to think.

Examples
Well ...
You know ...
I'm not sure, but ...

What words do you use to hesitate in your language?

- Work in pairs. Take turns to mime these words. Your partner guesses the word.

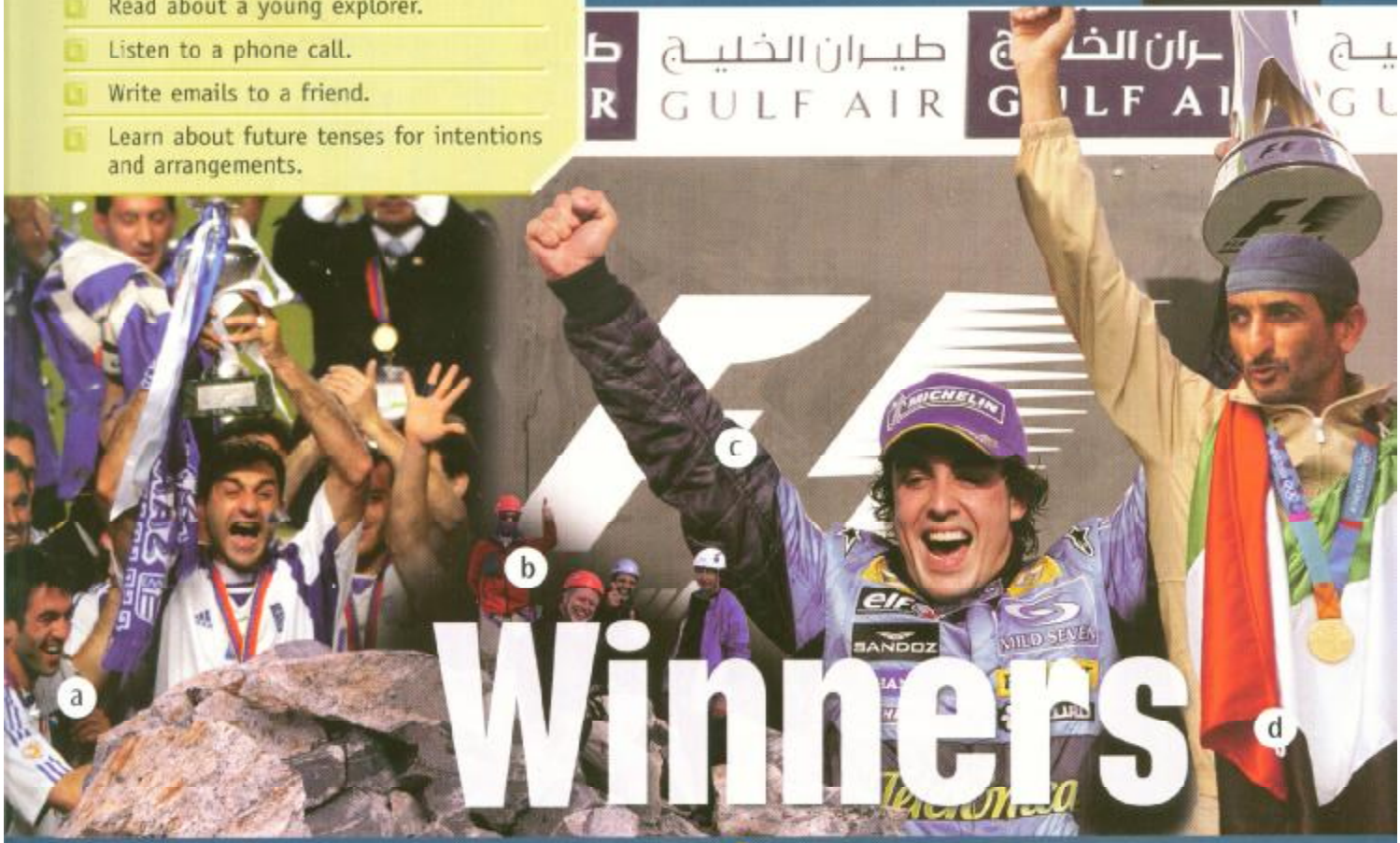
• knife • tired • computer • camera
• sad • computer • triangle • snake

- Work in pairs. Take turns to ask a question. Reply using hesitation words.

Example
A: *What's the capital of Canada?*
B: *I'm not sure, but I think it's Ottawa.*

Module 2

- Talk about sports and games; thank people and say sorry.
- Read about a young explorer.
- Listen to a phone call.
- Write emails to a friend.
- Learn about future tenses for intentions and arrangements.



Winners

Get Ready

1 Match the photos (a–d) with the captions (1–4).

1 On Top of the World!
2 Grand Prix Winner
3 Top Shooter
4 Cup Winners!

2 Look at the Key Words. Add more words.

Key Words: Sports and Games

Sports: American football, athletics, climbing, football, ice hockey, motor racing, skiing

Games: computer games, pool, Scrabble

3 Work in pairs and answer these questions.

1 What sports are popular in Saudi Arabia?
2 What sports do you play?
3 What games do you like?
4 Who are your favourite sports stars?

4 Listen to three people. What activities are they talking about?

5 Work in pairs. Guess the answers to the quiz. Go to page 67 to check your answers.

WINNERS' QUIZ

1 Which country has won the football World Cup five times?
a) Brazil **b)** Argentina **c)** Germany

2 Which country has won the most Olympic gold medals?
a) Germany **b)** Russia/U.S.S.R. **c)** U.S.A.

3 What driver has won the Grand Prix championship the most times?
a) Alain Prost **b)** Emerson Fittipaldi
c) Michael Schumacher

4 What university has had the most Nobel prize winners?
a) Cambridge (UK) **b)** Harvard (USA)
c) Max Planck Institute (Germany)

4 Bright Futures

Warm-up

1 Look at the photos. Ask and answer the questions.

1 Do you like tennis?
2 What sports do you like doing/watching?
3 What teams or stars do you like?
4 What big sporting event would you like to go to?
5 What are the advantages and disadvantages of doing sport?

Reading

2 Read the article. Put A (Andrew) or D (Donald) in the boxes .

1 ☐ is American.
2 ☐ is from Great Britain.
3 ☐ is left-handed.
4 ☐ was a champion at seventeen.
5 ☐ is the youngest ever junior champion.

ON THE LINE

WHERE ARE THEY NOW?

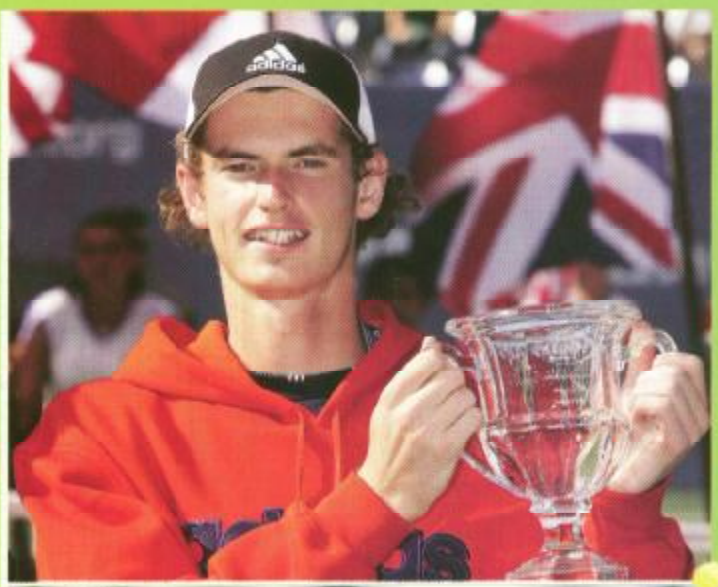
A few years ago, we wrote about two possible new tennis stars. Here's the original article – were we right?

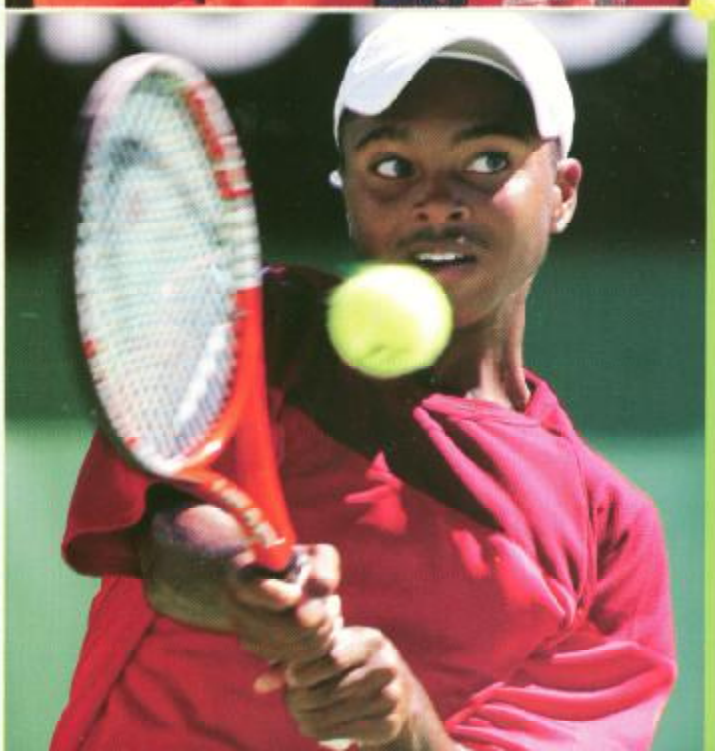
Are you going to watch Wimbledon this year? What new players are you going to follow? Here are two young people to watch.

This year, I'm going to follow two young players. The first is **Andrew Murray** from Great Britain. Andrew won the US Junior Open and got into the Great Britain Davis Cup team when he was seventeen.

A year later, he won the Thailand Open. Andrew has a lot of plans for this year. He is going to work hard to improve his game and he is going to get into the world top 50 soon.

The other player with a bright future is **Donald Young** from the USA. At fifteen, Donald was the youngest male junior champion in history. Left-handed Donald is ambitious. 'I'm going to defend my number one position,' he says. 'I'm also going to play some professional games and try and win a match or two.' In fact, Donald is playing his first professional match this weekend at the San Jose tournament in California. Then, at the end of the month, he's playing in the Tennis Channel Open.





Grammar: Intentions and arrangements

3 Read the sentences from the text. Which of Donald's plans is more certain?

*He **is playing** his first professional match this weekend.*

*I'**m going to play** some professional games.*

4 Complete the rules with *the Present Continuous* or *be going to*.

a) We use _____ for intentions – the person wants or plans to do it.

b) We use _____ for arrangements – the person knows when and where it will happen.

5 Find more examples of arrangements and intentions in the text.

Practice

6 Write a basketballer's list of intentions for the new season. Use the cues below and make sentences with *be going to*.

Example

1 *I'm going to train more.*

1 train more
2 (not) go out every night
3 listen to the coach
4 stop eating beefburgers
5 (not) argue with the club manager
6 be nice to journalists

7 Look at a footballer's diary and write about his arrangements for next week.

Example

He's having a medical check-up on Monday.

8 Look at Khalid's plans and arrangements for next weekend. Write sentences with *be going to* or the Present Continuous.

Example

1 *He's having a driving lesson on Thursday afternoon.*
6 *He's going to buy a new tennis racket.*

September

Thursday 29
1 Thurs 16.00 - have a driving lesson
2 Thurs 19.00 - play golf with Sami

Friday 30
3 Fri 11.00 - visit Granny
4 Fri 19.00 - go to dinner with Jamal

Saturday 31
5 Sat 13.00 - meet friends

Notes:
6 buy new tennis racket
7 practise backhand
8 buy new clothes
9 phone Yasser
10 go swimming

9 **Pair work** Imagine you and your partner are two celebrities. Look at your diaries for tomorrow and arrange to meet.

► Student A, page 65 ► Student B, page 66

Your Turn

10 Write two sentences about your intentions and two sentences about your arrangements for the weekend.

Example

I'm going to read a new sci-fi book.
We're celebrating our national day on Sunday.

11 Work in pairs. Ask about your partner's intentions and arrangements.

Example

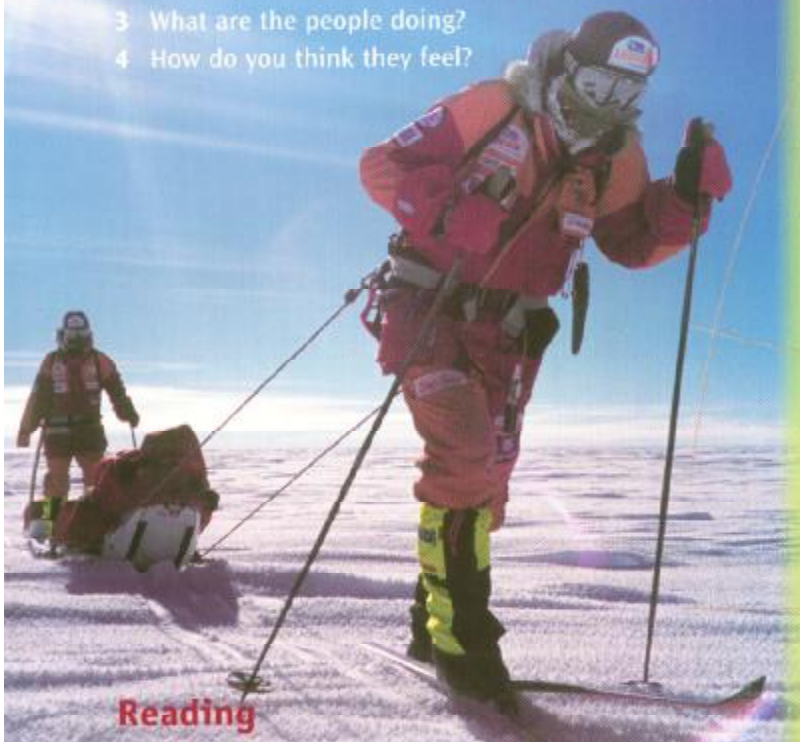
A: *What are you going to do at the weekend?*
B: *I'm going to read a new sci-fi book.*

5 Record Breaker

Warm-up

1 Look at the photos and describe them.

1 Where are the people?
2 What's the weather like?
3 What are the people doing?
4 How do you think they feel?



Reading

2 Look at the Reading Help.

Reading Help: Answering questions

- Read the text quickly to get the general idea.
- Read the questions. What kind of information do you need to answer them? For example, a date, a place, an action, a reason, etc.
- Read the text. Underline the information you need to answer the questions.
- Write notes to answer the questions. (e.g. 1 an electric shock.)
- Read the text again and check your answers.

3 Read the text and use the Reading Help to answer these questions.

1 How did Janek lose his arm and leg?
2 Where did he meet Marek Kamiński?
3 What did Janek do before the expeditions?
4 Who did they want to raise money for?
5 Why was the expedition to the North Pole difficult?
6 When did they get to the North Pole?
7 What was the weather like on the second expedition?
8 What food did they have for a celebration?

Together to the Poles

Janek Mela is the youngest explorer to go to the North and South Poles.

27th July, 2002, was the worst day of Janek Mela's life. The Polish teenager had a terrible accident. He got an electric shock of 15,000 volts. His parents rushed him to hospital for an emergency operation. Doctors saved his life but they couldn't save his leg and his arm. Janek was very unhappy. He spent a long time in hospital. Then one day the Polish explorer, Marek Kamiński, visited him and invited him to join an expedition to the North and South Poles. Janek accepted the challenge.

Months of treatment and preparation began. First, Janek learned to use his artificial arm and leg. Then he trained for the journeys. They called the expeditions 'Together to the Poles' and they wanted to raise money for disabled people.

Finally, his recovery was complete. The first expedition was to the North Pole. The 112-kilometre journey took twenty-one days. There were many problems, for example, cracks in the ice, polar bears and very bad weather. 'It was really difficult,' says Janek, 'but things got better.' They reached the Pole on 24th April, 2004.

In December, the team started the expedition to the South Pole. The main difficulty was the weather. There were storms, 200 kph winds and temperatures of minus 30°C. On some days, they only walked four kilometres. To celebrate, they had traditional Polish dishes like 'borsch' (beetroot soup). They reached the Pole on 1st January, 2005.

Janek didn't just break a record. He showed incredible bravery and his achievement is truly great.

4 **Work in pairs. Discuss these questions about Janek.**

1 Why is he famous?
2 What personal qualities does he have?
3 How do you think he felt after the accident?
4 How do you think he felt after he reached the South Pole?

5 **Look at the Word Builder. Use the words on the left to make nouns.**

Word Builder

operate, explore, prepare, celebrate, inform	*-ation*	*operation*
recover, difficult, discover, brave	*-y / -ry*	
treat, achieve, equip, govern	*-ment*	

6 **Complete the sentences with the correct form of the words in brackets.**

1 Are you interested in _____ (explore) and _____ (discover)?
2 You can find more _____ (inform) about the expedition on the website.
3 Janek and Marek pulled their own _____ (equip) on sledges.
4 I think the _____ (govern) should give Janek a medal.

7 **Look at the Sentence Builder. How do you give examples in your language?**

Sentence Builder

There were many problems, **for example**, cracks in the ice ...

To celebrate, they had traditional Polish dishes **like** 'borsch' (beetroot soup).

8 **Work in pairs. Imagine you are going camping. Complete these plans and tell the class.**

1 We're going to take equipment like ...
2 We're going to take clothes like ...
3 We are going to take some food and drink, for example, ...
4 I'm going to take some personal things like ...
5 We hope to see animals and birds, for example, ...

Speaking

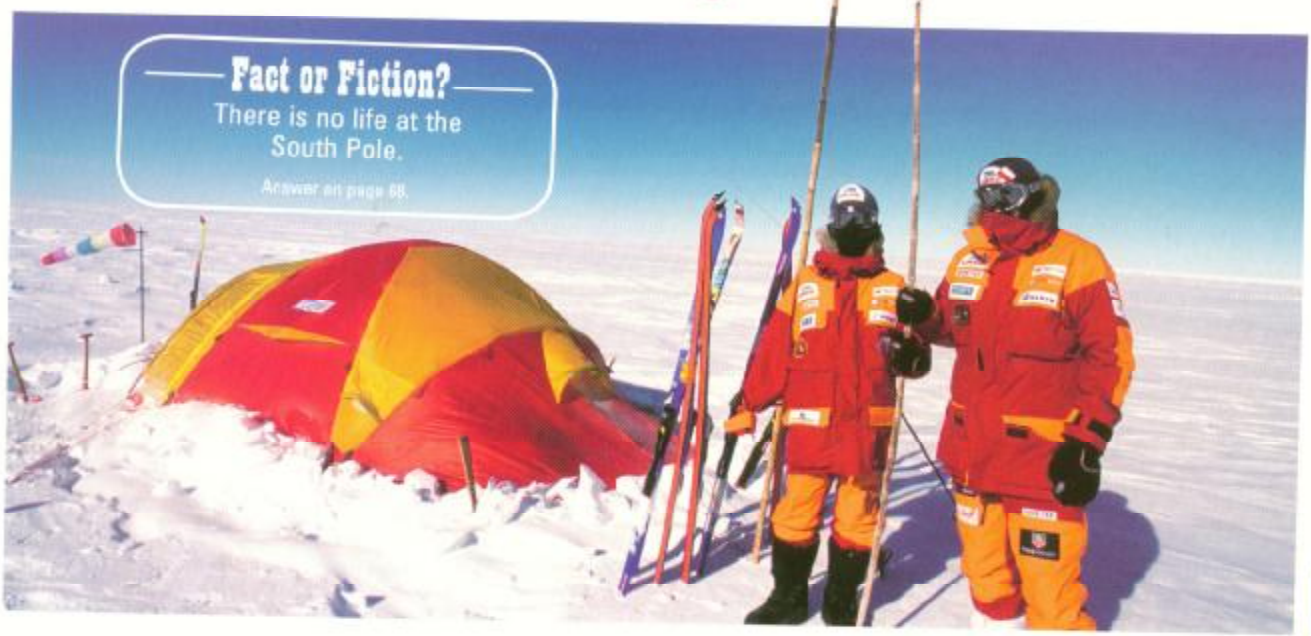
9 **Think about your ambitions.**

1 Where would you like to go in the world?
2 What animals would you like to see?
3 What would you like to learn to do well?
4 What famous person would you like to meet?
5 What competition would you like to win?

10 **Now work in pairs. Ask and answer the questions. Tell one or two answers to the rest of the class.**

Example

Hassan would like to climb Kilimanjaro in Africa.



6 The London Eye

Warm-up

1 **Look at the photo. Would you like to go on the London Eye? Where can you get the best views of your area?**

Reading and Listening

2 **Read and listen to the dialogues. Complete these sentences with names.**

1 _____ forgets to bring Hamid's camera.
2 _____ and _____ thank Bilal.
3 _____ makes a joke about Hamid.
4 _____ had a bad experience that week.

Hamid and Faisal are on holiday in London with their parents visiting their cousin Bilal. They are in the London Eye at the end of their visit.

Faisal: Wow, this is an amazing view!

Hamid: Yeah, you can see all of London! Did you bring my camera? You had it at the British Museum. Remember?

Faisal: Oh, no! I'm sorry, Hamid. I left it at the hotel.

Hamid: It doesn't matter. I think Dad's got one.

Faisal: So, thanks for everything, Bilal.

Bilal: Not at all. It was fun.

Hamid: Yeah, thanks for showing us London.

Bilal: It was nothing. You did the planning. We were a good team.

Hamid: Sometimes. When Mum and Dad weren't too tired!

Dad: And when you weren't bossy!

Hamid: Dad!

Dad: I'm sorry, Hamid, I was only joking.

Hamid: That's okay. But we had good fun with the Underground. My map-reading was great and Faisal was brilliant at finding seats on the busy trains.

Faisal: Bilal's guided tours were amazing, too. You should be a tour guide!

Bilal: You don't mean that, Faisal. What do you want?

Faisal: Nothing. Well, do you want to go ice skating again? It was great last time.

Bilal: No way! I fell over sixteen times last time!

Speaking

3 **Look at the Key Expressions.**

Key Expressions: Thanking and Apologising	
Thanks for everything. Thanks for showing us London.	Not at all. It was nothing.
I'm sorry.	That's okay. It doesn't matter.

4 **Now work in pairs. Thank your partner for these things.**

Example

A: *Thanks for helping me with my science project.*
B: *Not at all.*

1 help with your science project
2 lend his/her English dictionary
3 buy you a drink
4 invite you to dinner
5 explain the maths homework
6 look after your brother/sister

5 **Work in pairs. Use the cues to apologise and give explanations.**

Example

A: *I'm sorry I'm late. The traffic was terrible.*
B: *It doesn't matter. I only got here five minutes ago.*

1 am late/traffic
2 didn't call last night/forgot
3 didn't come to the meeting/missed the bus
4 haven't got your book/left it at home
5 didn't text you/was busy
6 didn't finish my part of the project/had a maths exam

Everyday Listening

1 Listen to the phone conversation and complete the information about the London Eye.

Adults: 1 £ _____
Children: 2 £ _____
Under-fives: 3 _____
Groups: 4 _____% discount
Opening time: 5 _____
Buses: 6 _____, 7 _____
and 8 _____

2 Pronunciation Underline the silent letter in each word.

answer, build, climb, comfortable, design, different, February, guess, half, honest, island, knife, know, lamb, listen, match, science, talk, temperature, two, vegetable, when, write

3 Now listen and repeat the words.

Your Challenge

Writing: Personal emails

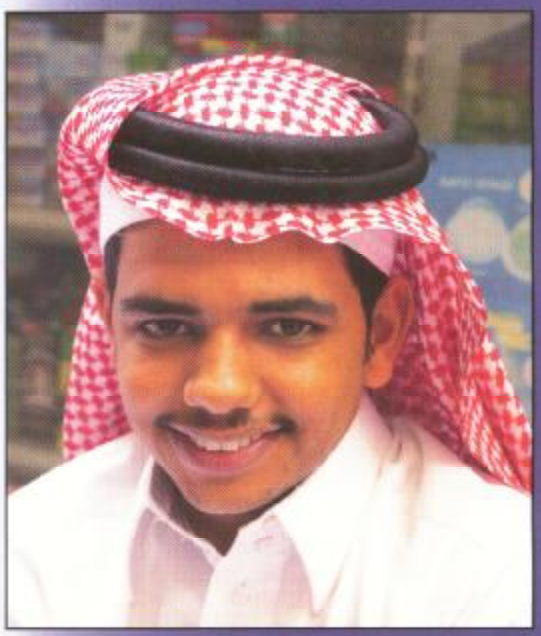
1 **Arif has received an email from Greg, a friend in Australia. Order their emails (a–d).**

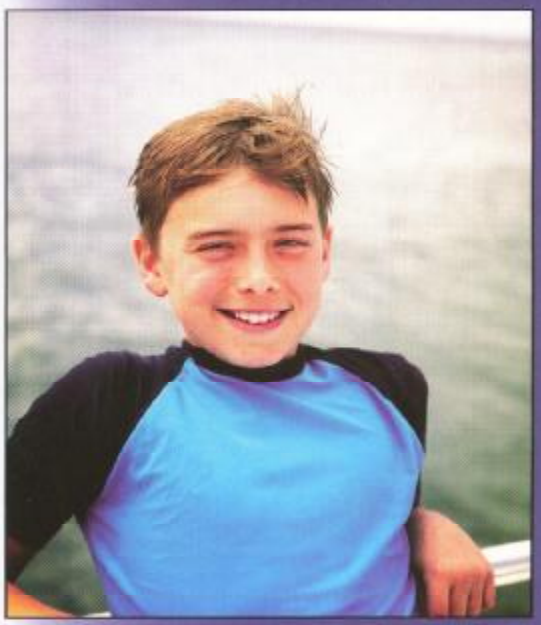
a) Hi Arif,
Thanks for the photos. My favourite teams are Sydney FC over here and Liverpool in Europe. What's the weather like in Jeddah? It's great here.
Tomorrow, I'm going surfing with some friends from school and **later** we're having a barbecue on the beach **because** the weather's so nice. I've got loads of homework **as well**. Yuck! Keep in touch. Greg.

b) Hi Greg,
Thanks for the email. Here are the photos – they aren't very good. We had an injury **during** the game, **so** I had to go in goal! What teams do you like? I'm into Al-Ittihad at the moment (a team here in Saudi Arabia). Arif.

c) Hi,
I read your football match report on the web last night. The game sounded really cool. Can you send me pictures of it? I'm really into football, **too**. Oh, and congratulations on the win! Greg.

d) Hi Greg,
How was your weekend? Surfing!! Wow. It's summer here but it's too hot to go outside much! I went to my friend's house to play computer games and **after** that we went to the mall. We want to buy some new football shirts for the team. Do you play in a team? Bye, Arif.





Text Builder

2 **Look at the linking words in blue in the emails. Then complete the table with the words.**

addition	*as well*
reason	*because*
time	*later*

3 **Match the words and expressions from the emails (1–8) with the meanings (a–h).**

1 hi	**a)** lots
2 thanks	**b)** write to me
3 loads	**c)** hello
4 yuck!	**d)** I love
5 keep in touch	**e)** thank you
6 bye	**f)** brilliant
7 cool	**g)** horrible!
8 I'm really into	**h)** goodbye

Citizenship

4 **Write a short email. Follow the steps.**

STEP 1 **Write a short email to the student on your left and pass it to him/her. Here are some ideas:**

- ask to borrow something, e.g. a book
- ask what they are doing at the weekend
- ask about your partner's favourite sport, activity or hobby
- ask about his/her plans for the holidays

STEP 2 **Write a reply to the email you receive from the student on your right.**

Understanding Grammar: Questions

1 **Complete the questions with the correct question words in the box. Then answer the questions.**

When	Where	What	Why	How
Whose	Who			

1 _____ were the first Olympic Games?
a) Italy b) Greece c) Spain

2 _____ did World War II end?
a) 1918 b) 1945 c) 1989

3 _____ was the first person to get to the South Pole?
a) Marek Kamiński b) Roald Amundsen
c) Edmund Hillary

4 _____ army beat the crusaders in the twelfth century?
a) Saladin's b) Shirukh's c) Nuradin's

5 _____ long did the first astronaut, Neil Armstrong, stay on the Moon?
a) 3 hours b) 3 days c) 3 weeks

6 _____ is Mary Shelley famous?
a) She broke the 100 m record.
b) She wrote the story of Frankenstein.
c) She got an Oscar.

7 _____ is the tallest building in the world?
a) Sears Tower in Chicago, USA
b) Taipei 101 in Taipei, Taiwan
c) Petronas Tower in Kuala Lumpur, Malaysia

2 **Read the interview between a Russian football player (R) and a journalist (J). Complete the questions in the table.**

J: So, how did you do in the tournament this year?
R: Unfortunately, we didn't win. We only came second.
J: Bad luck! **Who beat you**?
R: Only Brazil beat us. They were the better team this year!
J: And **who did you beat**?
R: Well, we beat some excellent teams. We beat Italy – a brilliant team! So we're very happy really.

Question about the **subject**	Who [1]_____ Russia? → Brazil beat Russia.
Question about the **object**	Who [2]_____ Russia [3]_____? → Russia beat Italy.

3 **Write questions about the missing information in the sentences.**

Example
1 *Who did you meet yesterday?*

1 I met (?) yesterday. *Who ... ?*
2 (?) happened two days ago. *What ... ?*
3 (?) spoke to Jack at the meeting. *Who ... ?*
4 (?) is looking at you. *Who ... ?*
5 Ahmad is looking at (?). *What ... ?*
6 I phoned (?) last night. *Who ... ?*
7 (?) phoned me at the weekend. *Who ... ?*
8 I like (?) very much. *What ... ?*
9 Layla talked to (?) during the break. *Who ... ?*
10 (?) makes my parents angry. *What ... ?*

4 **Read the text and answer the questions.**

Many people came to the final of the tournament. Jalal had three tickets so he invited Gamal and Tariq. Gamal brought two friends, Kalim and Nuri, with him. Tariq invited his brother Walid. Their friend Youssef came alone.

1 Who did Gamal bring?
2 Who invited Gamal?
3 Who invited Walid?
4 Who did Tariq invite?
5 Who invited Tariq?
6 Who invited Kalim?
7 Who did Youssef invite?

5 **Read the text and write questions about the people (1–7).**

Example
1 *Who did Walid shake hands with? Who shook hands with Walid?*

During the medal ceremony people shook hands a lot. Walid shook hands with Jalal and Kalim. Youssef shook hands with Nuri. Jalal shook hands with Tariq.

1 Walid 2 Youssef 3 Tariq 4 Jalal
5 Kalim 6 Nuri 7 Gamal

6 **Work in pairs. Ask and answer the questions.**

A: *Who did Walid shake hands with?*
B: *He shook hands with Jalal and Kalim.*
A: *Who shook hands with Gamal?*
B: *Nobody shook hands with him.*

Study Corner 2

Language Check

1 What are these sports and games?

1 You need the keyboard or a joystick to play these games.
2 The ball in this game is not round – it is oval.
3 You hit the balls with a stick on a green table.
4 The long jump, discus and 100 m are part of this sport.

2 Complete the sentences with the correct form of the words in brackets.

5 He went into hospital for an _____. (operate)
6 He was a champion at the age of 17; it was a great _____. (achieve)
7 She was very ill but she made a very quick _____. (recover)
8 You can get _____ (inform) quickly on the Internet.
9 They had fireworks at the Eid _____. (celebrate)
10 He showed great _____ (brave) when he rescued the boy from the river.

Vocabulary ☐ / 10

3 Use the cues to write questions.

11 who / win / the World Cup / last year?
12 what / happen / in the final?
13 how many goals / your team / score in the final?
14 how many people / watch / the game?
15 you see / the game?

4 Complete the sentences with the verbs in the correct form – *be going to* or the Present Continuous.

16 I've decided. I _____ (get) good results in my maths exam.
17 My brother is a bit overweight. He _____ (start) playing football.
18 What _____ (you do) on August the 15th? Would you like to come to a barbecue?
19 I've decided that I _____ (learn) how to play tennis in the holidays.
20 _____ (you go) away at half-term?
21 My brother is bored with his job. He _____ (look for) a new one soon.
22 Let's go to the library on Monday. What are _____ (you do) in the evening?
23 I _____ (play) in the school basketball team on Saturday. The match starts at 11 o'clock.
24 My brother _____ (work) with computers when he leaves school.
25 I _____ (not start) smoking. It's really bad for you.

Grammar ☐ / 15

5 Complete the dialogues. Use these words.

all, nothing, for, worry, sorry

A: I'm [26] _____ I'm late. The traffic was terrible.
B: Don't [27] _____ about it.
A: Thanks [28] _____ the lovely meal.
B: Not at [29] _____.
A: And thanks for the present.
B: It was [30] _____.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 22 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–4	Get Ready – Key Words
Numbers 5–10	Unit 5 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 4 – Grammar
Numbers 26–30	Unit 6 – Key Expressions

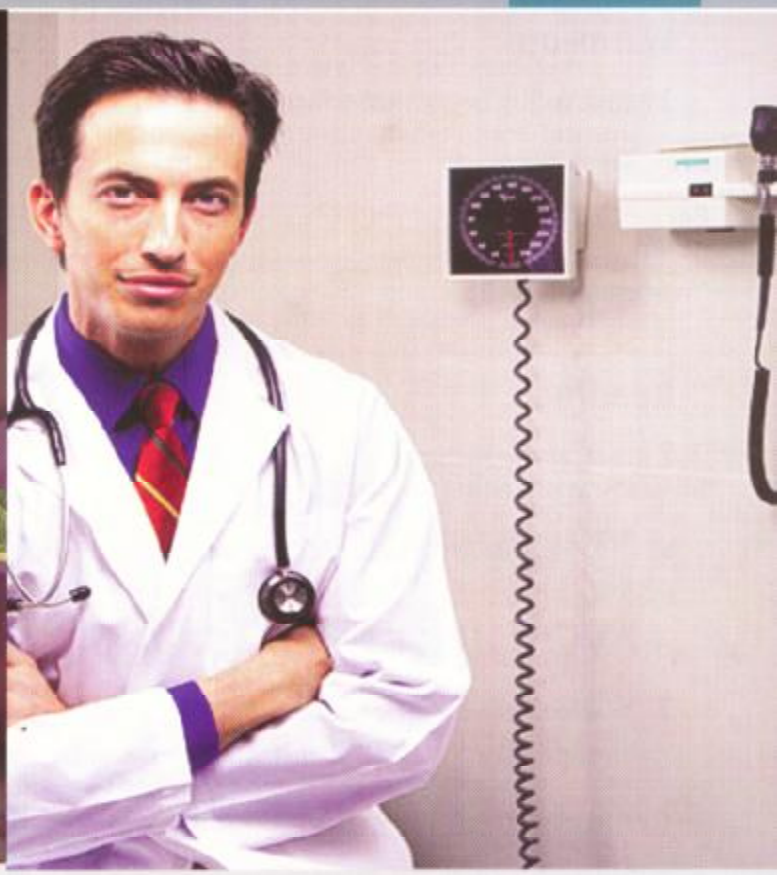
Study Help: Revising for tests

- Ask your teacher what is going to be in the test.
- Look at your scores from the Language Checks and list your problem grammar areas.
- Look at grammar units again and write more examples of the structures.
- Look at your vocabulary notebook and test yourself.
- Work with a partner. Practise saying and responding to Key Expressions.
- Re-read your writing for projects and 'Your Challenges'. Make a list of your common mistakes.

- Do the things above to revise for your end-of-year test!

Module 3

- Talk about health; do a roleplay at the doctor's; do a survey.
- Read about health myths and unusual food.
- Listen to doctors and patients.
- Write a short report.
- Learn about the Passive.



Health

Get Ready

1 **Look at the Key Words. Which are a) common health problems, and b) treatments?**

Key Words: Health (1)

acupuncture, allergy, antibiotics, cold, flu, headache, herbal remedy, insomnia, being overweight, painkiller, sports injury, stress, tiredness, vaccination

2 **Listen to three people. Write K (Kalim), S (Samira) or Y (Youssef) next to the decriptions (1–8).**

1 ☐ played computer games all the time
2 ☐ eats healthy snacks
3 ☐ felt tired all the time
4 ☐ is more relaxed
5 ☐ had a lot of stress
6 ☐ does rowing
7 ☐ lost weight
8 ☐ was overweight

3 **Work in pairs. Do the questionnaire with your partner.**

How Healthy is Your Lifestyle?

1 What kind of drink do you usually have?

a) sweet fizzy drinks **b)** tea or coffee **c)** fruit juice or water

2 How many portions of fruit and vegetables do you eat every day?

a) fewer than three **b)** three or four **c)** five or more

3 How often do you eat fast food?

a) more than once a week **b)** about once a week **c)** less than once a week

4 How many times a week do you do physical exercise?

a) none **b)** once or twice **c)** three times or more

5 How many hours do you sleep at night?

a) under 5 hours **b)** 5 to 7 hours **c)** 8 or more hours

4 **Check your answers on page 67. How healthy is your lifestyle?**

5 **Work in pairs. How can teenagers in your country get healthier? Tell the class.**

Example

There should be more sports centres and they should be free.

7 Disease

Warm-up

1 Look at the Key Words. Which of these diseases are common in your country? Which are dangerous?

Key Words: Diseases

chicken pox, cholera, malaria, measles, mumps, the plague, polio, rabies, smallpox, tuberculosis (TB), whooping cough

Reading

2 Look at the pictures and read the factfile and the text. Choose the best title.

a) NEW DISEASES
b) FIGHTING DISEASE
c) AVOIDING INFECTIONS

3 In what ways do diseases spread? How can we avoid them? Make two lists.

Grammar: The Passive

4 Find the sentences in the text and complete them with the correct verb forms.

Present Simple passive

Nowadays, people 1_____ against many common diseases.

How **is** an infection **passed** on?

Malaria **isn't spread** by coughing.

Past Simple passive

Sick people 2_____ from healthy ones.

When **was** penicillin **discovered**?

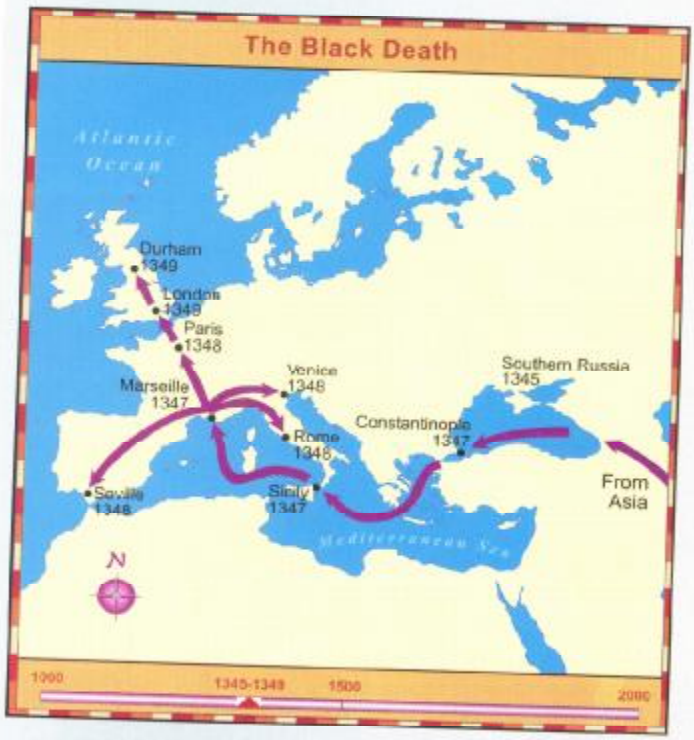
Vaccines **weren't known** in Europe until the eighteenth century.

5 Find more examples in the text. Complete the rule.

To form the passive, we use the verb _____ + the 3rd form of the main verb.

6 Match the sentences (1–2) with the meanings (a–b).

1 Bacteria kill many people.
2 Bacteria are killed by antibiotics.
a) Bacteria are passive (they don't do anything).
b) Bacteria are active (they do something).



For thousands of years, there were no epidemic diseases. However, when people started living in towns, infections could spread more easily. When traders and armies travelled from city to city, they brought bacteria and viruses with them and spread infections to new populations. Children were in the greatest danger: in the nineteenth century, 50% of children died before the age of five.

Most infections are spread in the same way: bacteria or viruses are passed on by coughing, sneezing or by touching food with infected hands. People began to understand this as early as the 1300s. During the plague in Milan, the streets were regularly cleaned and the clothes of plague victims were burned.

In the nineteenth century, Ignaz Semmelweiss observed that infection was spread by doctors' dirty hands and recommended washing hands before touching patients.

7 Read the sentences (1–2) and match them with the uses of the passive (a–b).

1 Infection was spread **by doctors' dirty hands**.
2 The clothes of plague victims **were burned**.

We use the passive:

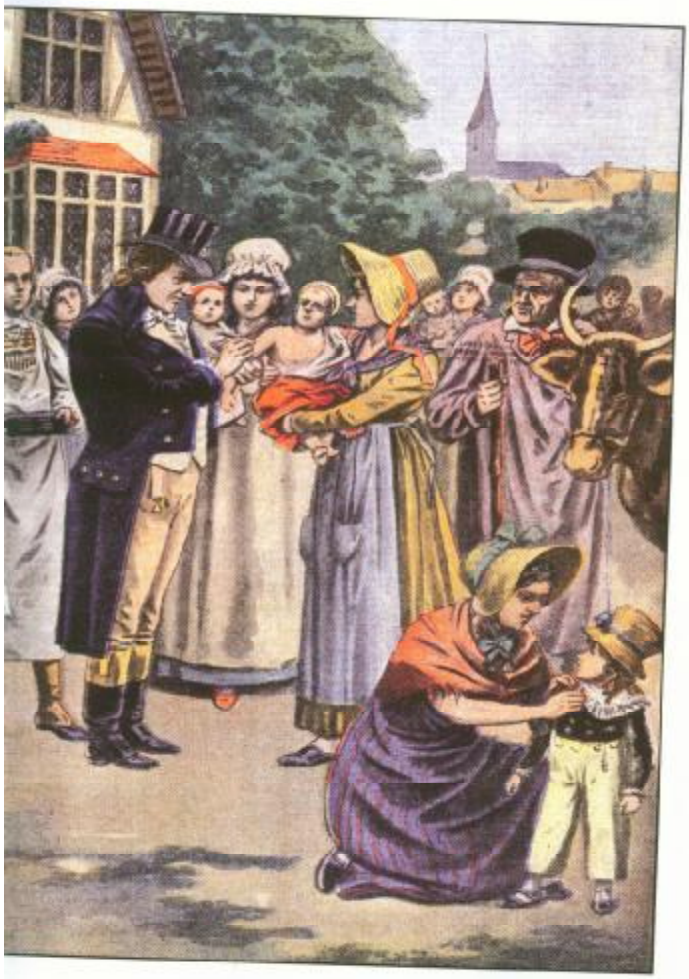
a) when we don't know or we don't want/need to say who did something,
b) when we want to stress who or what did something.

Factfile

- Between 1346 and 1350, more than one third of the population of Europe was killed by the bubonic plague (Black Death).
- When Europeans arrived in America in 1492, they brought their infectious diseases with them. The natives of the Americas were not immune to these diseases. Eight million people died on the island of Hispaniola, where Columbus first landed; the native population of Mexico decreased by 95%.

Another early way of avoiding disease was quarantine – sick people **were isolated** from healthy ones.

Vaccines were first used in Europe in the eighteenth century. In 1796, Edward Jenner vaccinated people against smallpox. Nowadays, in many countries, people **are vaccinated** against many common diseases, such as measles or TB.



Practice

8 **Use the verbs in brackets to complete the sentences in the Present Simple or Past Simple passive.**

1 More people _____ by infectious diseases than by anything else. (kill)
2 When _____ antibiotics _____? (discover)
3 People in six countries in the world _____ with bird flu. (infect)
4 Malaria _____ by male mosquitoes. (not transmit)
5 How _____ flu _____ on from person to person? (pass)
6 The plague in Florence _____ by Boccaccio in *The Decameron*. (describe)
7 Many infectious diseases _____ by mice and rats. (spread)
8 Malaria _____ on by sneezing, coughing or touching. (not pass)

9 **Complete the text with the passive forms of the Present Simple or Past Simple.**

Infections caused by bacteria and viruses [1]_____ (treat) differently. People with bacterial infections [2]_____ (give) antibiotics. The first antibiotic, penicillin, [3]_____ (discover) by Alexander Fleming in 1929 but it [4]_____ (not use) until the early 1940s. During the Second World War, penicillin [5]_____ (produce) on an enormous scale to treat wounded soldiers.

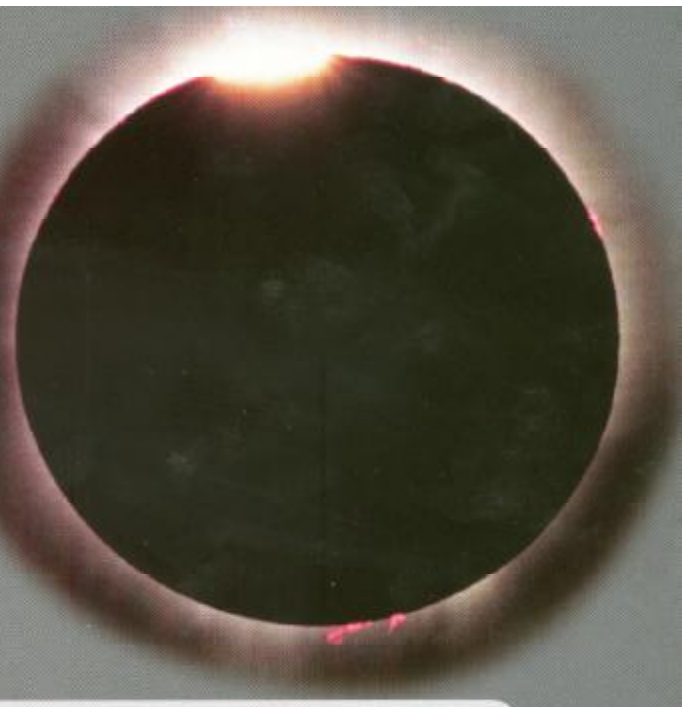
Infections caused by viruses [6]_____ (not treat) with antibiotics. The patient [7]_____ (tell) to drink a lot, stay at home and take painkillers to bring down the temperature. The curing process [8]_____ (leave) to the patient's own immune system. We can avoid some viral diseases, such as measles or mumps, if we [9]_____ (vaccinate). Before we travel to foreign countries we [10]_____ (give) vaccinations to protect us from diseases such as cholera.

Your Turn

10 **Work in pairs. Make questions in the passive.**

► Student A, page 65 ► Student B, page 66

8 Health Myths



Warm-up

1 **Read the sentences (1–3). Which one is false? Check your answer on page 67.**

1 It is safe to look at an eclipse with sunglasses.
2 An apple a day keeps the doctor away.
3 Teenagers need more sleep than adults.

Reading

2 **Work in pairs. Read the questions sent in to a magazine (1–6). Which ideas do you think:**

a) are complete myths? **b)** have some truth in them?
c) are true?

1 My dad says if you eat fish, you'll be cleverer. I say it's impossible. Who is right? *Fadi Faqir, Beirut*

2 ***Can you catch a cold if you go out in cold weather with wet hair?***
Ella Simpson, Leeds

3 Is watching TV bad for your eyes? Courtney Smith, Phoenix

4 Does eating carrots improve your eyesight? (Anne Davies, Bristol)

5 My mum says my spots are caused by too much chocolate. Is that possible? Obaferni Martin, Newcastle

6 Is it bad for your eyes to look at a computer screen for a long time? Karen Cookson, Sydney

3 **Look at the Reading Help. Do you 'skim' texts when you read in your language?**

Reading Help: Skimming

- The first time you read a text, it is a good idea to look through it very quickly to find out what it is about.
- Don't worry about new words or difficult structures. Just focus on the words you know to identify the topic.

4 **Use the Reading Help. Read the replies (a–f). Match them with the letters (1–6).**

5 **How many of your guesses in Exercise 2 were right? Did anything surprise you? Tell the class.**

a Well, have you ever seen a rabbit with glasses? But seriously, no. Carrots are good for healthy eyes because they are high in vitamin A. However, eating lots of carrots won't improve your eyesight.

b Looking at the computer screen for long periods may make you tired, but is unlikely to directly damage your eyes. You should be more worried about exercise you are missing out on if you spend too much time at the computer.

c No, that's incorrect. Getting very cold and wet can affect your immune system but cold weather doesn't directly cause colds: they are caused by viruses. These are easily spread in unhealthy places such as centrally-heated offices, homes – and crowded classrooms!

d It might seem unfair, especially to young people, but it's quite normal to get spots. Stop eating chocolate for a while and see if it makes a difference. It's important to eat fruit and vegetables every day. They give you vitamin C and that's good for your skin.

6 Read the replies again and answer the questions.

1 Why are carrots good for your eyes?
2 Why is spending time on the computer bad for you?
3 Why can classrooms be unhealthy places?
4 How often should you eat fish?
5 What food contains vitamin C?
6 How can watching a lot of TV affect your health?

7 Look at the adjectives in the Word Builder.

Word Builder

Adjective	Opposite
possible	*impossible*
patient	1 _____
correct	2 _____
fair	3 _____
healthy	4 _____
likely	5 _____
comfortable	6 _____
fit	7 _____

Find the opposites in red in the texts.

e Fish contains a fat called omega-3 and this is good for your brain. Eating fish is unlikely to improve your intelligence but it's good to eat fish at least twice a week. 25

f Actually, no it isn't. Good news for all you tele-addicts! But don't sit in an uncomfortable position or close to the screen – this can cause headaches. And don't watch TV for more than ten hours a week. You'll be unfit and more likely to get impatient easily or be TIRED at school! 30

8 Complete these sentences with opposites from Exercise 7.

1 Fast food is *unhealthy*.
2 He hates waiting for people. He's very ...
3 I can't sleep in this bed. It's really ...
4 Nobody can run 100m in seven seconds. It's ...
5 I don't think she'll phone tonight. It's ...

9 **Adjectives Quiz** Write the opposites of these adjectives. Use *im-*, *in-* or *un-*. Then check your answers.

happy, kind, known, lucky, necessary, polite, tidy, usual, visible

10 Look at the Sentence Builder. Find four more examples of the structure in texts d), e) and f).

Sentence Builder

It's **good to** eat fish twice a week.
It's **important to** eat fruit.

11 Use the cues to write sentences. Are they true (T) or false (F)? Check your answers on page 67.

1 ☐ unhealthy / drink a lot of coffee
2 ☐ harmful / read in a room without much light
3 ☐ dangerous / sunbathe without suncream
4 ☐ good / drink milk before you go to bed

Speaking

12 Work in pairs. Write your own health advice (sensible or silly!). Think about these things:

- food and drink • sleep • exercise
- eyesight • hearing

Examples

It's unhealthy to have a big meal before you go to bed. (sensible)

It's good to watch television before breakfast. (silly)

13 Work in groups. Take turns to read out your advice. Is it sensible or silly?

Fact or Fiction?

Chewing gum takes seven weeks to pass through the human digestive system.

Answer on page 68.

9 Under the Weather

Warm-up

1 **What treatment do you recommend for each symptom? Use the Key Words or your own ideas.**

Key Words: Health (2)

Symptoms: a cough, an earache, a headache, a high temperature, a pain (in your foot/arm/back), a runny nose, sneezing, a sore throat, a toothache

Treatment: drink plenty of fruit juice and water, have an x-ray, stay in bed for a day or two, take cough mixture/medicine/tablets

Reading and Listening

2 **Look at the photos. How do you think the boy feels? Choose symptoms from the Key Words.**

Example

I think he's got a headache.

3 **Read and listen to the dialogue and check your guesses from Exercise 2. What treatment does the doctor recommend?**

Matt and Jack are working out in the gym.

Jack: What's the matter, Matt? You look a bit down.

Matt: I'm fed up. I'm not good enough to pass the exam tomorrow.

Jack: You aren't that bad. You shouldn't worry so much. Cheer up! There's a trip to the coast this weekend!

Matt: Big deal.

Jack: Hey, that's a nasty cough.

Matt: Yeah, I'm allergic to exams! But seriously, I'm a bit under the weather.

Jack: Well, why don't you go to the doctor?

Matt: I'm too busy to go.

Jack: Don't be silly. You can easily arrange it.

Matt: Okay, I'll phone him.

Matt goes to the doctor's that evening.

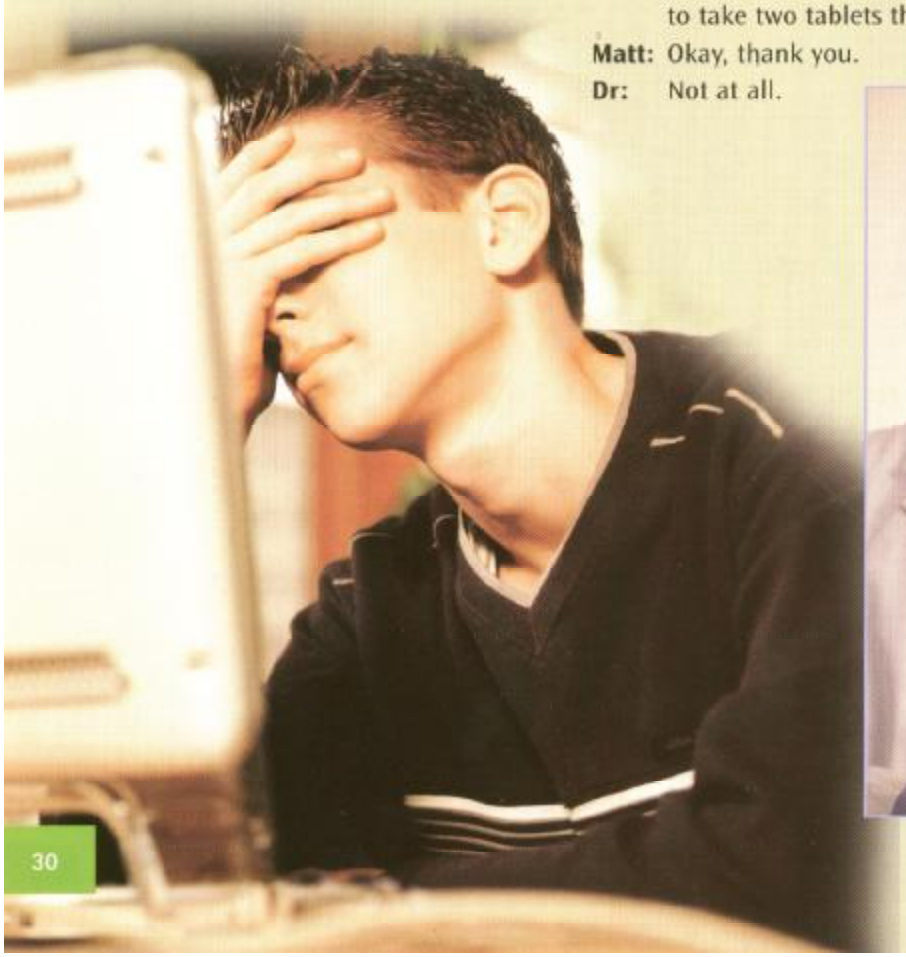
Dr: So, what can I do for you?

Matt: Well, I've got a bit of a cough. And I've got a sore throat and a terrible headache.

Dr: Okay, I'll take your temperature ... mm, that's quite high. You've got a bad cold. You shouldn't go out for a day or two. And you should drink plenty of water and fruit juice. Here's a prescription for some cough mixture and tablets. You've got to take two tablets three times a day.

Matt: Okay, thank you.

Dr: Not at all.



4 Read the notes and look at the Sentence Builder.

- We say *too* + adjective to say that something has more of a quality than necessary or acceptable.
- We use an adjective + *enough* to say that something has the necessary quality and not more.

Sentence Builder

I'm He's We're	**(not) good enough to** pass the exam. **too busy to** go.

5 Now make similar sentences. Use these cues.

Example

1 *I'm too tired to go out.*

1 I / tired / go out
2 he / ill / do the exam
3 I / old / drive a car
4 this maths problem / hard / do
5 I / tall / play basketball
6 the bag / heavy / carry
7 he / fit / run a marathon

Speaking

6 Look at the Key Expressions. Who says them – the doctor (D) or the patient (P)?

Key Expressions: At the Doctor's

What can I do for you? *D*
I've got a bit of a cough.
I've got a terrible headache.
You've got a cold.
You should drink plenty of water.
You shouldn't go out for a day or two.
You've got to take two tablets three times a day.

7 Which expression means *have to*?

8 Look at the Speaking Help.

Speaking Help: Preparation for roleplays

- First, think about what to say. Look through Key Expressions and Key Words.
- Write notes (e.g. *have a cold/cough*). Don't write a complete dialogue!
- Practise saying expressions to yourself (e.g. *What can I do for you?*).

9 Look at the diagram below. Use the Speaking Help to prepare for the roleplay.

Doctor		Patient
Say hello. Ask what the problem is. *Good morning. What can I do for you?*	→	Describe how you feel. *Well, doctor, I've got a sore throat.*
Ask another question. *And have you got a temperature?*	→	Give more information. *Yes, I think so. And ...*
Recommend some treatment. *Okay. You've got a cold. You should take these tablets three times a day. And you've got to drink lots of fruit juice.*	→	Say thank you. *Thank you very much, doctor.*

10 Work in pairs. Take turns to be a doctor and a patient. Use the Key Expressions from Exercise 6.

Everyday Listening

1 Listen to two people at the doctor's. Choose the correct answer, a), b) or c).

Speaker 1

1 What is the man's problem?
a) an allergy **b)** a cold **c)** a headache
2 What is the problem caused by?
a) cats **b)** trees **c)** the weather
3 What does the doctor recommend?
a) exercise **b)** fruit juice **c)** tablets

Speaker 2

4 What has the boy got?
a) a broken arm **b)** a broken leg **c)** a broken rib
5 How did he break it?
a) playing basketball **b)** playing football **c)** running
6 What does the doctor recommend?
a) running **b)** staying in bed **c)** an x-ray

2 **Listen closely** Listen and repeat these expressions. The main stresses are underlined.

1 What's the matter? 2 I'm fed up. 3 You weren't that bad.
4 I'm allergic to cats. 5 I'm a bit under the weather.
6 I've got a bit of a cough. 7 I've got a terrible headache.
8 You've got a temperature.

Across Cultures 1

Warm-up

1 **Look at the Key Words. Put them into the categories below. Then add more words to the list.**

• fish • fruit • meat • vegetables

Key Words: Food

beef, cabbage, chicken, garlic, kiwi, lamb, mango, onion, peach, peas, salmon, sardines, strawberries, trout, tuna

2 **What food do you love? What food do you hate?**

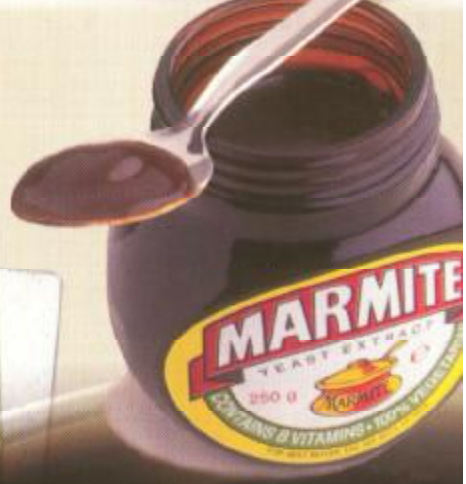
Example

I love pizza. I can't stand cabbage!

Reading

3 **Look at the photos and read about some unusual meals from around the world. Which food would you like or not like to try?**

Haggis



Exotic Food

So, you don't like your school lunches? Take a look at some tasty alternative meals from around the world.

Haggis is very popular in Scotland. It is traditionally made with sheep's heart, liver and lungs and it is cooked in the sheep's stomach. It is boiled for one hour and served with turnips and potatoes.

Marmite® is very often found in the lunch boxes of British children. It is a sticky black paste made from yeast. It is very salty and has a very strong flavour. The makers of Marmite® say you either love it or you hate it. Most people have it in sandwiches or on toast.

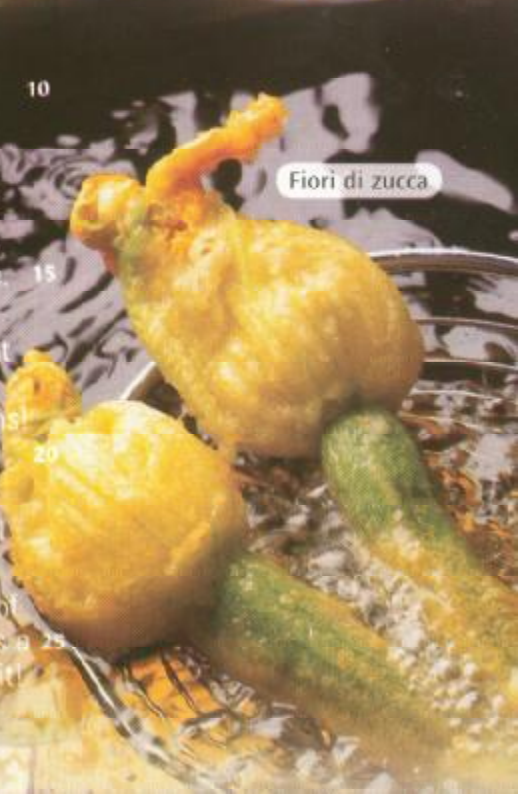
Sushi is eaten by almost everyone in Japan. It is very, very difficult to make but it looks very nice. It is made from raw fish and rice. It is normally eaten with wasabi, a very strong kind of green mustard.

Most people in the world eat chicken, but in Turkey some people eat it as a dessert! **Tavukgöğsü** is a sweet milk pudding dessert made from very thinly peeled chicken breast which is used to give a chewy texture.

Carbohydrates are good to give you energy throughout the day. The Egyptians get these from **Koshary**. It is a traditional Egyptian meal that consists of a mix of macaroni, spaghetti, rice, black lentils, chick peas, garlic sauce and a spicy tomato chilli sauce, all topped with fried onions! It is very filling!

We don't normally eat many flowers, but in northern Italy courgette flowers, **fiori di zucca**, are very popular. The flowers are cooked in oil and served with pasta.

Because the country has a large coastline, people in Sweden eat lots of fish. One of the most unusual fish dishes is called **surströmming**. It is a canned fish that is left to rot (go bad) for about a year before you eat it!



Fiori di zucca

4 Read the article again. Match food from the article with these descriptions.

1 A tasty bloom!
2 Not fresh fish.
3 The non-vegetarian dessert.
4 Very fresh fish!
5 If you like carbohydrates ... .

5 Look at the Word Builder. Complete it with these words. Can you add more?

~~barbecued~~, boiled, dinner, fried, ~~lunch~~, roasted, snack

Word Builder

lunch _____ **meal** _____

barbecued _____ **cooked** _____ _____

6 Look at these Key Words. Use them to complete the sentences below.

Key Words: Nutrition

calories, carbohydrates, cholesterol, minerals, proteins, vitamins

1 _____ measure the amount of energy in food.
2 _____ are important for your body. For example, calcium is important for bones.
3 _____ in fruit and vegetables help your immune system.
4 Bread, milk, pasta and potatoes are high in _____.
5 We need _____ for strong muscles.
6 Foods high in _____ are bad for people with heart problems.

Speaking

7 Work in pairs. Do this health quiz together. Check your answers on page 67.

HEALTH quiz

1 Which activity burns the most calories?
a) running b) playing computer games c) swimming

2 Which is the best source of calcium?
a) cakes b) milk c) salt

3 Which has the most protein?
a) beef burgers b) egg whites c) green vegetables

4 What are green vegetables high in?
a) carbohydrates b) sugar c) vitamins

5 Which of these is a healthy snack?
a) biscuits b) crisps c) nuts

Citizenship: A survey

1 Write three questions.

What do you eat for snacks?

How much fresh fruit and vegetables do you eat every day?

How often do you eat sweets?

2 Ask other students your questions and write down their answers.

3 Write a report of your results, like this:

For my survey, I asked thirty-two students in my school questions about their eating habits. These are the results:

First, most students do not eat healthy snacks. Over 90% eat things like cakes, crisps or sweets. Less than 10% eat healthy snacks, such as nuts or fruit.

Secondly, only 10% of students eat three or more pieces of fruit per day. About 50% of students only have one or two portions of fruit and vegetables per day ...

4 Read each other's reports. Do any results surprise you? How well do the students eat?

Study Corner 3

Language Check

1 Complete the words in these sentences.

1 He doesn't sleep well; he suffers from i _ _ _ _ _ _ _.
2 I have to take these t _ _ _ _ _ _ twice a day.
3 I've got a terrible h _ _ _ _ _ _ _.
4 A _ _ _ _ _ _ _ _ _ _ is a traditional Chinese treatment.
5 I've got a p _ _ _ in my arm.

2 Complete the sentences with these words.

uncomfortable, unhealthy, incorrect, unfit, impossible

6 Six of my answers in the exam were _____ and I failed.
7 Too much fast food is very _____.
8 She's very _____ because she never does any exercise.
9 I can't do this exercise; it's _____!
10 My feet hurt! My new shoes are so _____!

Vocabulary ☐ / 10

3 Rewrite these sentences in the passive.

11 The doctor gave me an injection for my allergy. *I* ...
12 Chocolate doesn't cause spots. *Spots* ...
13 The disease killed over two million people. *Over* ...
14 Some people in Japan eat sushi every day. *Sushi* ...
15 They took him to hospital after the dog bit him. *He* ...

4 Put the verbs in brackets in the passive.

Millions of aspirins [16]_____ (take) every year by people all around the world. The drug [17]_____ (find) in the leaves of the willow tree. They [18]_____ (discover) to be good for pain by the Greek doctor Hippocrates in about 400 BC. The pill, aspirin, [19]_____ (develop) by the German chemist, Felix Hoffman, in 1899. Nowadays, it [20]_____ (use) for everything from headaches and flu to stopping heart attacks.

Glass [21]_____ (produce) for the first time in Egypt 4500 years ago and the first glasses [22]_____ (made) in Italy in the thirteenth century. The idea for contact lenses [23]_____ (think) of by Leonardo da Vinci in 1508, but the first lenses [24]_____ (not invent) until 1887. Now, lenses or glasses [25]_____ (wear) by over 60% of Americans.

Grammar ☐ / 15

5 Complete the dialogue at the doctor's.

Doctor: What can I do for you?
Patient: I've got a [26]_____ of a sore throat.
Doctor: Let me take your [27]_____. It's 38° – that's high.
Patient: Mm, I feel quite hot.
Doctor: You've got a cold. You [28]_____ drink plenty of fruit juice.
Patient: Right.
Doctor: And you've [29]_____ to take these tablets three times a day before meals.
Patient: Okay. What about school?
Doctor: Well, you [30]_____ go to school for a couple of days.
Patient: Can you give me a note for my teacher?
Doctor: Yes, sure.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 30 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words Unit 9 – Key Words
Numbers 6–10	Unit 8 – Word Builder
Numbers 11–25	Unit 7 – Grammar
Numbers 26–30	Unit 9 – Key Expressions

Study Help: Storing Words/Expressions

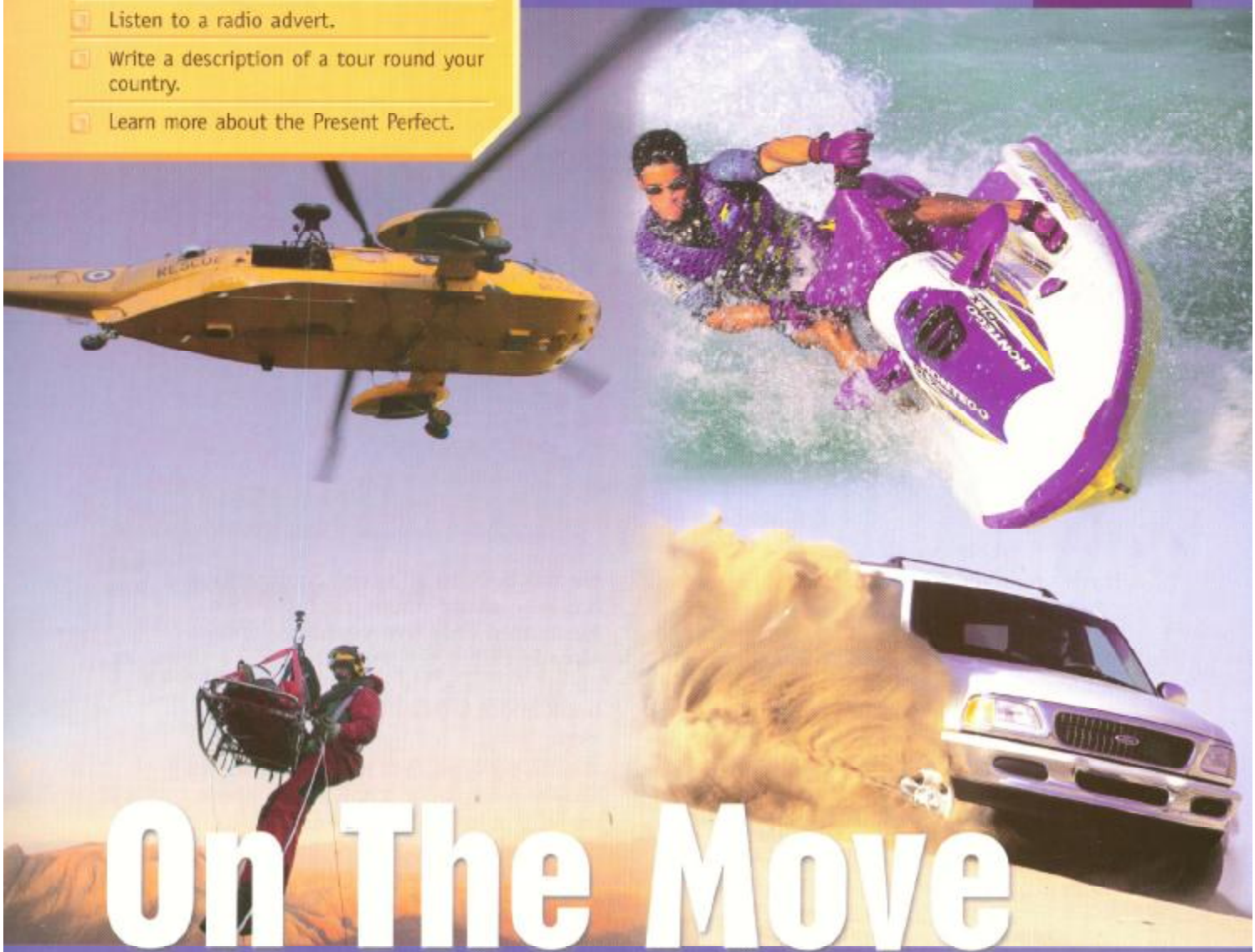
- Write new and important words and expressions in your notebook.
- Mark the main stress in words: headache
- Mark the stressed word(s) in expressions: What can I do for you?
- Write important words and expressions in an example sentence.

Do you do much physical exercise like walking or sport?

- Do the above for five new words or expressions in this module.

Module 4

- Talk about travel and ask for information.
- Read about safaris and nomads.
- Listen to a radio advert.
- Write a description of a tour round your country.
- Learn more about the Present Perfect.



On The Move

Get Ready

1 **Look at the Key Words. Add five more types of transport.**

Key Words: Transport

Go by: 4 x 4, canoe, coach, helicopter, jetski, lorry, motorbike, mountain bike, plane, snowmobile, tram, underground (metro), van, yacht

2 **Which types of transport do we use for fun?**

3 **Work in pairs. Ask and answer the questions.**

1 Which types of transport do you use?
2 Which do you use every day?
3 Which would you like to try?
4 Which would you never use?

4 **Listen to four people. Who:**

1 had an accident? ☐ and ☐
2 takes part in competitions? ☐ and ☐
3 shares their interest with their friend? ☐ and ☐
4 does their hobby at weekends? ☐ and ☐
5 started it two years ago? ☐ and ☐

5 **Do you agree with these statements? Say why or why not.**

- People in my town drive too fast.
- Young people on motorbikes are dangerous.
- Extreme sports fans are crazy!

10 Snakeman

Warm-up

1 **Look at the Key Words and decide which people have to travel a lot.**

Key Words: Jobs

farmer, film maker, photographer, police officer, politician, scientist, secretary, writer, zoologist

Example

Writers don't have to travel a lot; they can work at home.

2 **Look at the photo of Austin Stevens. What does he do?**

Reading

3 **Read the text. Were you right about Austin Stevens' job?**

4 **Read the text again. Are these statements true (T) or false (F)?**

1 ☐ He works in a zoo.
2 ☐ He travels a lot.
3 ☐ He writes about animals.
4 ☐ He lives with snakes.
5 ☐ He makes films about gorillas.

Have you ever touched a cobra? Have you played with a python? Austin Stevens, the 'Snakeman', has done all this and more. He travels the world, from the rainforests in Costa Rica to Australian deserts, to find snakes and film them. Have you seen his fascinating programme yet? *Austin Stevens: Snakemaster* is on Animal Planet at 8 p.m. every Saturday.

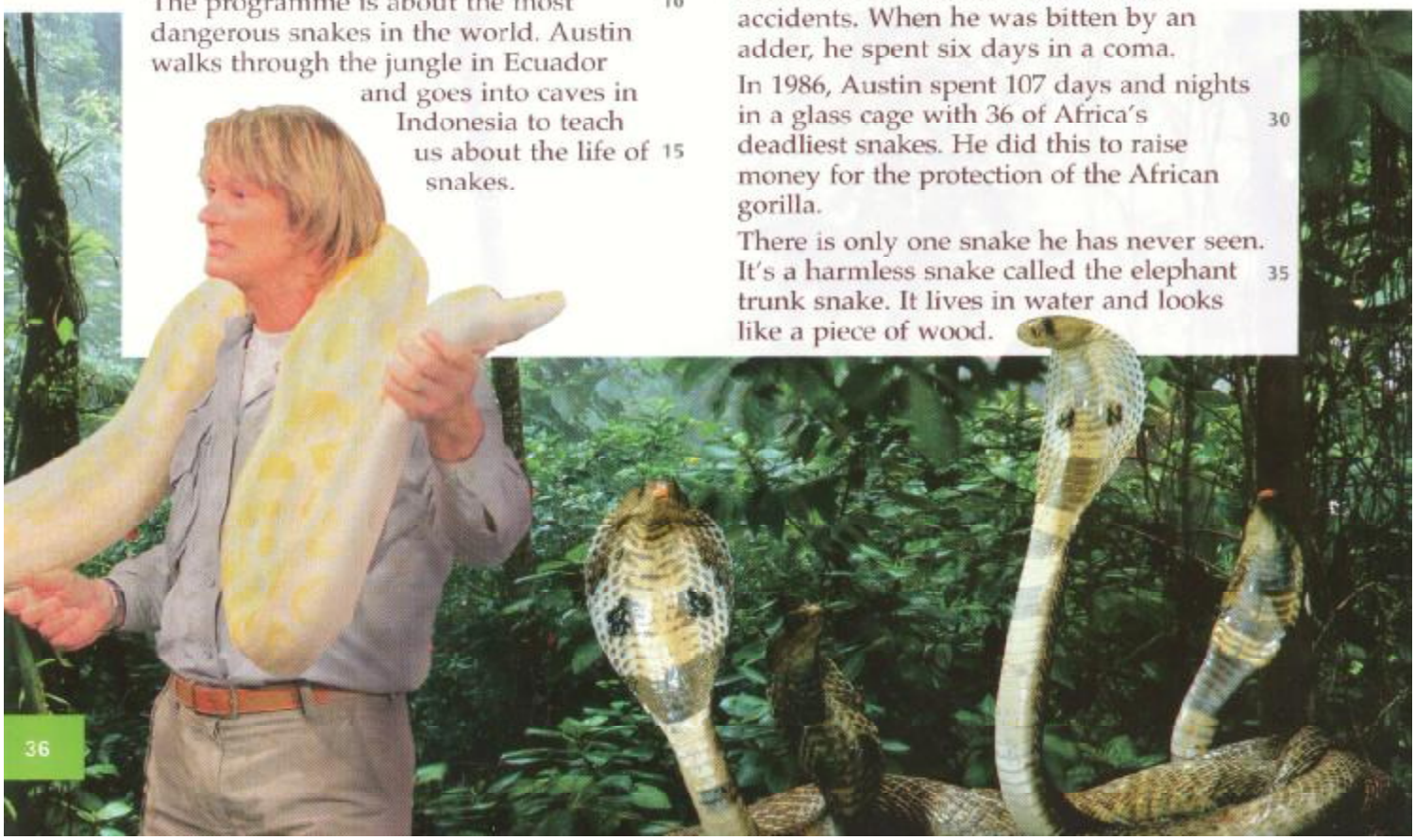
The programme is about the most dangerous snakes in the world. Austin walks through the jungle in Ecuador and goes into caves in Indonesia to teach us about the life of snakes.

He has been to all seven continents and has won many photographic awards. He started only five years ago and has already published more than 150 articles about animals. He has also written a book about snakes called *Snakes in My Bed*.

Austin Stevens says he's not afraid of snakes because he knows a lot about them. But he has had some serious accidents. When he was bitten by an adder, he spent six days in a coma.

In 1986, Austin spent 107 days and nights in a glass cage with 36 of Africa's deadliest snakes. He did this to raise money for the protection of the African gorilla.

There is only one snake he has never seen. It's a harmless snake called the elephant trunk snake. It lives in water and looks like a piece of wood.



Grammar: Present Perfect

5 Complete the sentences from the text with the verbs in the Present Perfect.

Past event	Present consequence
He _____ many photographic awards. →	He is a well-known photographer.
He _____ some serious accidents. →	His job is dangerous.

6 Do we know exactly when the past events in Exercise 5 happened?

7 Read the sentences. Translate the words in **bold** into your language. Do they exist?

1 Have you **ever** been to China?
2 He has **never** seen an elephant trunk snake.
3 He has **already** published more than 150 articles.
4 He hasn't photographed it **yet**.
5 Have you seen it **yet**?

8 Match the words (1–4) with the types of sentences (a–d). One of the words goes with two types.

Example 4 – *d*

1 already	a) questions
2 yet	b) affirmative sentences
3 ever	c) negative sentences with *not*
4 never	d) negative sentences without *not*

Practice

9 Use the correct verbs in the Present Perfect to make affirmative and negative sentences about Austin Stevens' achievements.

study, go, ~~travel~~, have, touch, make, observe, visit

Example
He has travelled all over the world.

- all over the world (✓)
- zoology (✗)
- some accidents (✓)
- many films about animals (✓)
- to Antarctica (✗)
- many poisonous snakes (✓)
- Scandinavia (✗)
- elephants and lions (✓)

10 Read the interview with another traveller. Choose the right words to complete the sentences and put them in the correct places.

A: Have you been to Antarctica? (*yet/already*)
B: Yes, I've been there three times. (*ever/already*)
A: Have you done any trekking in the Himalayas? (*ever/already*)
B: I've climbed any mountains. (*ever/never*) I'm scared of heights. And I haven't tried diving. (*never/yet*) But I will this summer.

11 Read a traveller's plans before his trip to the Andes. Make sentences with *already* and *yet*.

Example
He has already bought a camera.
He hasn't read about condors yet.

- buy a camera (✓)
- read about condors (✗)
- study the maps of the Andes (✗)
- learn some Spanish (✓)
- book a flight to Chile (✓)
- buy a guidebook (✗)
- do a course in rock climbing (✓)
- check the equipment (✗)

Your Turn

12 Pair work. Ask and answer questions.

► Student A, page 65
► Student B, page 66

13 Tell the class two things about your partner.

Example
Khadeeja has been abroad. She has never travelled by ship.

14 Use the cues below and *already*, *yet* and *never* to make sentences about what you have and haven't done in your life. Add your own ideas.

- try bungee jumping • swim in the sea
- take part in a sports competition • go abroad
- climb the highest mountain in my country
- drive a car • finish school

Example
I've already been abroad three times.
I haven't finished school yet.

11 On Safari

Warm-up

1 Look at the Key Words. Which five animals are not from Africa? What other African animals can you add to the list?

Key Words: Animals (1)

antelope, baboon, buffalo, cheetah, giraffe, hippo, hyena, kangaroo, koala, leopard, panda, polar bear, python, rhino, tiger, wildebeest (or 'gnu'), zebra

Reading

2 Work in pairs. Student A reads text (1). Student B reads text (2). Write notes about these topics:

- Place • Number of days • Animals
- Transport to the place • Accommodation
- Transport on the safari • Price • Dates

1 OKAVANGO DELTA, BOTSWANA

Total Safari offers this trip for adventurous backpackers.

The Okavango River doesn't go into the sea but flows into the Kalahari Desert and forms an area of lakes and small islands. This is a nature lover's paradise with elephants, hippos, lions, cheetahs and leopards, 450 species of birds and 1,000 plant species.

Day 1: Fly from Riyadh to Maun via Johannesburg.

Day 2: Fly to our campsite in the delta. Put up your tent under a palm tree and relax.*

Days 3–9: Go out with your English-speaking guide in his mokoro (wooden canoe). At night, you camp on the islands. Your hard-working guide takes you birdwatching and on walks to see wild animals.

Day 10: Back to Maun. Return flight to Riyadh.

* You can bring camping equipment or rent it from us. There are hot showers, a restaurant and a shop at the campsite.

Price: 6,700 SAR Dates: 16 April, 5 May

2 CHIMP AND GORILLA SAFARI, UGANDA

Do you like watching chimps and gorillas on TV? Come and see them in the wild!

Uganda's national parks are in spectacular rainforests with an incredible variety of wildlife including TEN species of primates. The stars of the show are, of course, the rare mountain gorillas.

Day 1: Fly from Riyadh to Kampala.

Days 2–5: Track chimpanzees in Kibale National Park.

Days 6–9: Trekking to find gorillas in Bwindi National Park. Watching them is an incredible experience!

Days 10–12: Go to a well-known chimp sanctuary in Lake Victoria. Forty-six chimps from zoos and circuses live here. Remember, they're not wild so they love playing!

Day 13: Day in Kampala. Five-star hotel. Do some sightseeing and relaxing.

Day 14: Return flight to Riyadh.

All accommodation is in luxury hotels, lodges or campsites. Food is included. Transport by air-conditioned 4x4 vehicles.

Price: 17,000 SAR
Dates: 12 February, 18 June

3 **Work in pairs. Ask and answer questions about the safaris. Use these question words.**

• where • how long • what • how
• how much • when

Examples

Where is your safari? What animals can you see?

4 **Work in pairs. Answer the questions.**

1 Which safari would you like to go on?
2 What animals would you like to see?
3 What other places would you like to go to?
4 What would you like to see and do there?

5 **Look at the Word Builder. Copy and complete it with compound words in blue from the texts. Are they nouns (n) or adjectives (adj)?**

Word Builder

one word	*backpacker (n)*
two words	*nature lover (n)*
two words with hyphen	*hard-working (adj)*

6 **Complete the text with compound words.**

My Daily Blog

Last summer, my brothers and I got student rail tickets and travelled round Europe. We went 1 sight_____ in big cities. We stayed in 2 camp_____ or youth hostels – they were not exactly 3 luxury _____ and were full of other 4 back_____ with all their 5 camping _____. The rooms weren't 6 air-_____, so sometimes it wasn't very comfortable. We made a lot of new friends as most of the foreign students were 7 English-_____.

7 **Word Quiz** **Find compound words in the word chains.**

1 nightlifestyle
2 snowmobilephonebookshelf
3 weekdayschoolholidayresort
4 skateboardingschoollunchtimetabletenniscourt

8 **Look at the Sentence Builder. In which sentence is *watching* the subject and in which is it the object of the sentence?**

Sentence Builder

1 Do you like **watching** chimps and gorillas?
2 **Watching** them is an incredible experience.

9 **Write two sentences about each activity in the box below. Use these words:**

• I love / like / can't stand ...
• ... is good fun / great / cool / horrible / boring / relaxing.

Examples

I love travelling. Travelling is good fun!

travelling, camping, cycling, swimming, playing football, studying English, walking, going to school, doing my homework, getting up early

Speaking

10 **Work in pairs. Ask and answer the questions. Check your scores on page 67.**

Are you a globe-trotter?

1 How often do you travel abroad?
a) less than once a year
b) once a year
c) more than once a year

2 In how many different languages can you say "hello"?
a) one or two
b) three
c) four or more

3 Have you travelled by ...
a) car?
b) boat and car?
c) plane, boat and car?

4 How many continents have you been to?
a) one
b) two or three
c) four or more

5 What's the longest flight you've ever been on?
a) I've never flown before b) less than 8 hours
c) 8 or more hours

Fact or Fiction?

There are only 660 mountain gorillas in the world.

Answer on page 68.

12 On Holiday

Warm-up

1 Look at the photo. Have you ever been to Dubai? What did you like doing there?

Reading and Listening

2 Read and listen to the dialogue. What places does the group go to?

Tom and Lewis are visiting their friends, Turki and Ali in Dubai.

Turki: What do you lot want to do now?

Lewis: Why don't we go for a walk?

Ali: Are you crazy, Lewis? The weather is *boiling*!

Turki: Why don't we ask at the tourist information office?

Five minutes later in their hotel

Tom: Excuse me? Could you give us some information, please?

Guide: Of course.

Tom: What is there to do in Dubai?

Guide: Well, there's the Gold Souk.

Lewis: Mm, we've been there. What else is there?

Guide: You could try indoor skiing.

Lewis: What's skiing like? I've never done it.

Turki: It's brilliant. How much does it cost?

Guide: 120 dirhams for two hours.

Turki: That sounds reasonable. Let's have a go, eh? How do you get there?

Guide: Take a taxi from outside here.

Tom: Where do you get out?

Guide: Get out at the Emirates Mall. It's in there.

Turki: Thanks a lot for your help.

Guide: Not at all.

At the mall

Lewis: Well done, Turki! You won!

Ali: I'm exhausted. It was worse than a roller coaster!

Turki: Okay, let's go and chill out in a café.

Ali: Great idea! I'm good at that.

3 Look at the Sentence Builder. Are the words after the verbs *adjectives* or *adverbs*?

Sentence Builder

The weather	**looks**	boiling.
That	**sounds**	reasonable.

4 Work in pairs. React to the situations with *looks* or *sounds* and these adjectives:

• amazing • boring • dangerous • exciting
• expensive • great • scary

Example

A: *That sounds boring.*

B: *Oh, I think it sounds great.*

1 You see an advert for a new documentary.
2 A friend tells you about a new sports club in town.
3 You hear about a new shopping centre.
4 Your friend tells you about a trip to the USA.
5 You watch a TV show about making cheese.

Speaking

5 Complete the Key Expressions with words from the dialogue.

Key Expressions: Asking for Information

1 Excuse me? _____ you give us some information, please?
2 What _____ _____ to do in Dubai?
3 What _____ is there?
4 How much does it _____?
5 How do you _____ there?
6 Where do you _____ _____ of the taxi?

6 Work in pairs. Take turns to be a tourist and a tourist guide.

➤ Student A, page 65
➤ Student B, page 66

Example

A: *Excuse me, could you give me some information, please?*

B: *Of course.*

A: *What is there to see in ...*

Everyday Listening

1 Look at the Listening Help.

Listening Help: Important words

- Stressed words give important information.
- If you only hear the stressed words, you can usually understand the main point, e.g. I *went* to the *library* last night.
- Listen for the stressed words.

2 Use the advice above to listen to the radio advert. Complete the brochure.

East Coast Adventures
specialists in adventure sport!

Experienced instructors and small groups – only 1_____ in each class.

Summer Courses: 1 July – 2_____ August.

Windsurfing: 3£_____ for a two-week summer course. Ages: 14–18.

Scuba diving: £80 for 4_____ lessons. Minimum age: 5_____.

Waterskiing: 6£_____ per session. Minimum age: 7_____.

***Contact:* Jim Smith.**
Phone: 8_____.
Write: 9_____ Marine Drive, Sandmouth
Email: eastcoastadventure@horston.co.uk

3 **Pronunciation** Listen to the underlined sounds and repeat these words.

1 /ɔ:/ your 2 /u:/ you 3 /aʊ/ about
4 /ə/ dangerous

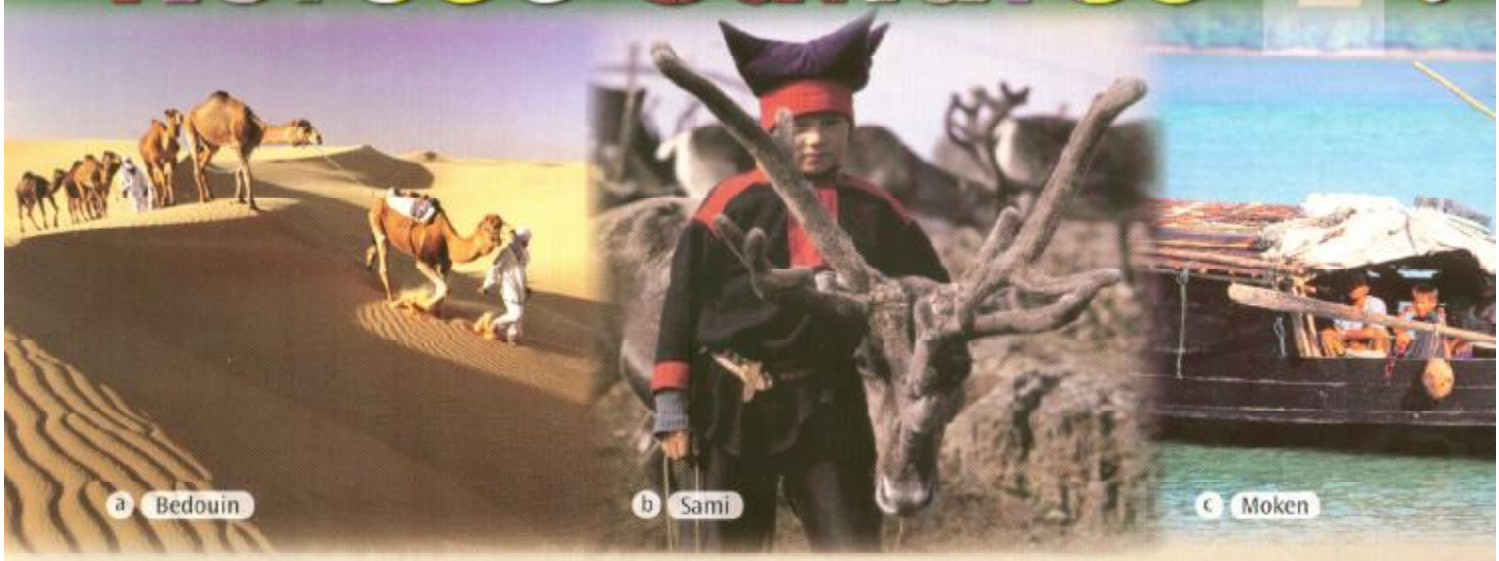
4 **Pronunciation** Listen to the words. Put them in the correct group according to the 'ou' sound.

Example *about – 3*

about, around, bought, colour, course, famous, fought, group, house, mountain, mouth, nervous, poisonous, sound, soup, source, thought, through, youth

5 Listen and check your answers.

Across Cultures 2



Warm-up

1 Listen to the three descriptions. Match them with the photos (a–c).

2 Look at the photos. Do you think these sentences about nomads are true (T) or false (F)?

1 ☐ Nomads travel for fun.
2 ☐ Nomads often live in places with extreme climates.
3 ☐ The Sami are from Siberia.
4 ☐ The Bedouin live in the Arabian Peninsula and North Africa.
5 ☐ The Moken live on the coasts of Thailand and Burma (Myanmar).

Reading and Listening

3 Read and listen to a text about nomads. Check your guesses from Exercise 2.

4 Read the texts again. Which nomads:

1 welcome strangers?
2 travel in the summer?
3 are good at finding water?
4 live on land for only part of the year?
5 use modern technology?
6 don't look after animals?

Nomads

For nomads, being on the move is part of everyday life. Some move to look for food for their animals or themselves, while others travel to buy and sell things. Actually, there are not many nomads left in the world nowadays but some nomadic people still survive.

1 The Reindeer People

The Sami live in northern Scandinavia. Most of them now have 'normal' jobs in towns and cities but some carry on their traditional way of life. In early summer, they go on a long journey north with their reindeers. The Sami take them far into the Arctic Circle to find grass and plants to eat. When autumn begins, they take the reindeers south again. Nowadays, the Sami use snowmobiles and mobile phones when they are looking after their animals. However, they still wear their colourful costumes and sing their traditional songs.

2 Desert Survivors

The word 'Bedouin' means 'desert inhabitant'. Many Bedouin live in towns in the Arabian Peninsula and North Africa but some still make trips into the desert to get food for their camels. The camels, or 'ships of the desert', carry everything and provide food (milk and meat) and shelter (wool for tents). Bedouin hospitality is famous: they give strangers food and water. Bedouins know many tricks to find water. For example, when they see insects or birds, they know water is usually near.

3 Sea Gypsies

The Moken are often called 'sea gypsies'. Some follow their traditional lifestyle in the coastal areas of Thailand and Myanmar. During the rainy season, when the sea is rough, they live in huts on the beach but for the rest of the year they live on their boats. They catch seafood and sell it in fishing villages. Moken children learn to swim before they can walk. They can see underwater twice as clearly as the rest of us and can stay underwater twice as long! The Moken people know the sea very well – before the tsunami in 2005, they left the sea and looked for high ground.

5 **What do the blue words in the text refer to?**

Example

1 some – *nomads*

1 some (line 1)
2 others (line 3)
3 some (line 7)
4 they (line 8)
5 them (line 9)
6 some (line 16)
7 it (line 27)
8 they (line 28)

6 **Look at the Word Builder. The words in bold are often confusing. What are they in your language?**

Word Builder

Actually, there are not many nomads left in the world **nowadays**.
Some still go on **journeys** across the desert. They still make **trips** into the desert.
They **carry** their things. They still **wear** their colourful costumes.

7 **Choose the correct word to complete the sentences.**

1 Are you from Kuwait? No, I'm from Qatar, (actually/nowadays).
2 Traffic pollution wasn't a problem a hundred years ago but it is (actually/nowadays).
3 The train (journey/trip) took four hours.
4 My dad went on a business (journey/trip) to Jeddah.
5 He's (dressing/wearing) a nice coat.
6 The camels (carry/wear) huge baskets.

8 **Word Quiz** **Complete these sentences with the words in brackets.**

1 They wanted to _____ a bank and _____ a million pounds. (*steal/rob*)
2 I _____ a lot of money but I still try to _____ competitions. (*earn/win*)
3 _____ this cup to the kitchen, please. And can you _____ me a biscuit? (*bring/take*)

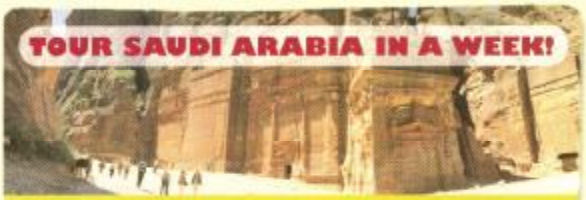
Speaking

9 **Work in pairs. Ask and answer the questions.**

1 Have you ever moved house? How old were you? How did you feel?
2 Would you like to move to another place? Where would you like to live?
3 Do you find the nomad lifestyle interesting? Why/Why not?

Citizenship: Touring Saudi Arabia

1 Choose interesting places. Write notes about the places to visit and things to do.
2 Use your notes to write a description of the tour.
3 Copy a map and draw the route on it.
4 Find pictures to add to your description.
5 Make a wall poster with your description, maps and pictures, like the one below.



Days 1 and 2: Arrive in Jeddah. There are many things to see, like Tahlia Street or the dozens of museums. Visit the coastline for a great view of the Red Sea, or go shopping for souvenirs.

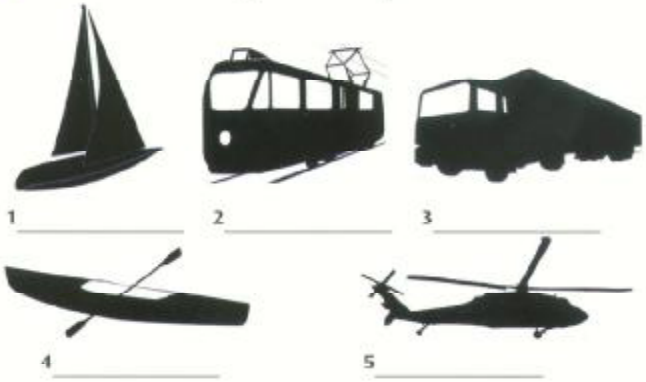
Day 3: Visit the capital city, Riyadh. Here, you can visit the amazing Kingdom Centre, *one of the tallest skyscrapers in the world!*

Day 4: Travel to Meda' in Saleh. Then...

Study Corner 4

Language Check

1 What are these types of transport?



1 _____ 2 _____ 3 _____

4 _____ 5 _____

2 Complete the definitions with the names of the jobs.

6 A _____ grows food or looks after animals.

7 A _____ takes photos.

8 A _____ catches criminals or directs traffic.

9 A _____ usually does paperwork and answers the phone in an office.

10 A _____ studies animal behaviour.

3 Complete the compound words in these sentences.

11 Rare mountain gorillas live in the rain_____ in Uganda.

12 Australia and New Zealand are English-_____ countries.

13 My dad's hobby is bird_____ .

14 We stayed in a five-_____ hotel.

15 There are fifteen national _____ in Britain.

Vocabulary ☐ / 15

4 Put the verbs in brackets into the Past Simple or Present Perfect.

16 _____ you _____ the teacher your homework yet? (give)

England 17_____ the World Cup only once. They 18_____ it in London in 1966. (win)

I 19_____ in Dubai last year on holiday. I 20_____ there twice. (be)

5 Complete the sentences with suitable words.

A: Have you 21_____ been to Italy?

B: Yes, but I've 22_____ visited Rome.

A: Has your sister finished her maths homework 23_____?

B: Yes, she's 24_____ done it but she hasn't finished her science homework 25_____.

Grammar ☐ / 10

6 Choose the correct words to complete the questions.

26 (Excuse/Help) me?

27 (Could/Should) you give me some information, please?

28 Could you (tell/say) me about train times?

29 When do you (get/go) off the train?

30 Thanks a lot (for/by) your help.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 38 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 10 – Key Words
Numbers 11–15	Unit 11 – Word Builder
Numbers 16–25	Unit 10 – Grammar
Numbers 26–30	Unit 12 – Key Expressions

Study Help: Explaining words (1)

- When you don't know a word, try to describe it.

Example

We stayed in a sort of hotel for young people. (youth hostel)

It's a kind of black and white bear and it lives in China. (panda)

- What are these words?

1 It is a kind of small boat for one or two people.

2 It looks like a kind of bear. It lives in Australia.

3 He is a sort of scientist. He studies animals.

4 It's a kind of zoo for sea animals.

- Work in pairs. Each choose three words from this module. Describe them to your partner using *sort of* or *kind of*. Your partner guesses the word.

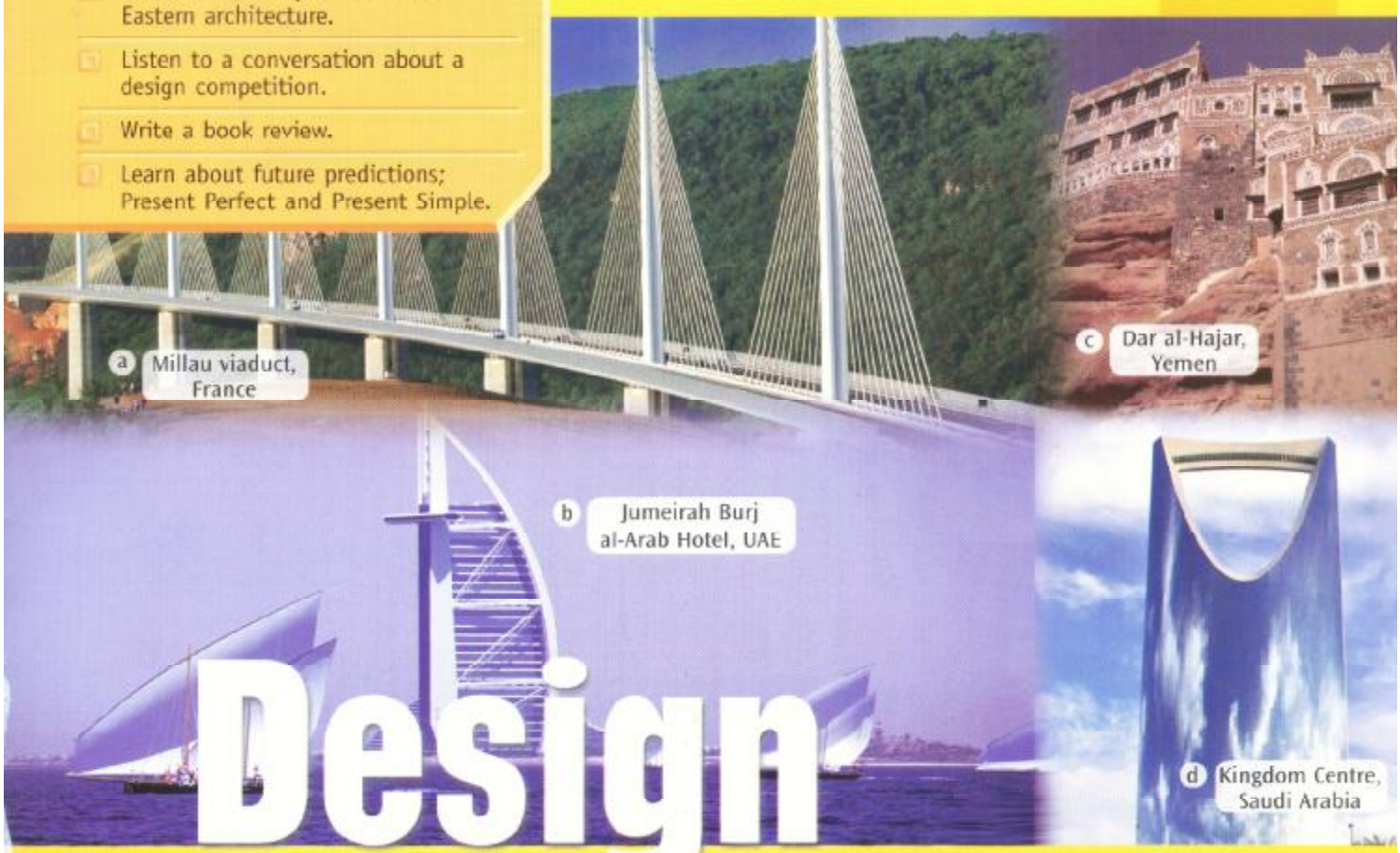
A: It's a sort of expensive hotel.

B: A five-star hotel?

A: Yes!

Module 5

- Talk about design and architecture.
- Read about mosques and Middle Eastern architecture.
- Listen to a conversation about a design competition.
- Write a book review.
- Learn about future predictions; Present Perfect and Present Simple.



Design

Get Ready

1 **Look at the Key Words and the photos (a–d). How can you describe the buildings?**

Example a) *ambitious*

Key Words: Architectural Design

Adjectives: ambitious, bold, breathtaking, eye-catching, functional, ground-breaking, impressive, innovative, modern, multi-purpose, original, traditional

Nouns: bridge, hotel, museum, office block, palace, shopping complex, viaduct

2 **Listen to the descriptions of the buildings in the photos (a–d). Did you use the same adjectives from Exercise 1?**

3 **Listen again. Answer the questions.**

1 Which design made use of computer projections? ☐
2 Which design looks like part of a ship? ☐
3 Which designs are described as *bold*? Do you agree? ☐ and ☐
4 Which design looks more modern than it is? ☐
5 Which design was planned as two halves? ☐

4 **Work in pairs. Ask and answer the questions below.**

1 What kinds of buildings and architectural design do you like?
2 What is your favourite building or architectural design?
3 What building have you seen recently which really made an impression on you?

5 **Game** **Work in pairs.**

- You have three minutes! Think of building/design for each of the adjectives in the Key Words.
- Compare your lists with another pair and calculate your score.

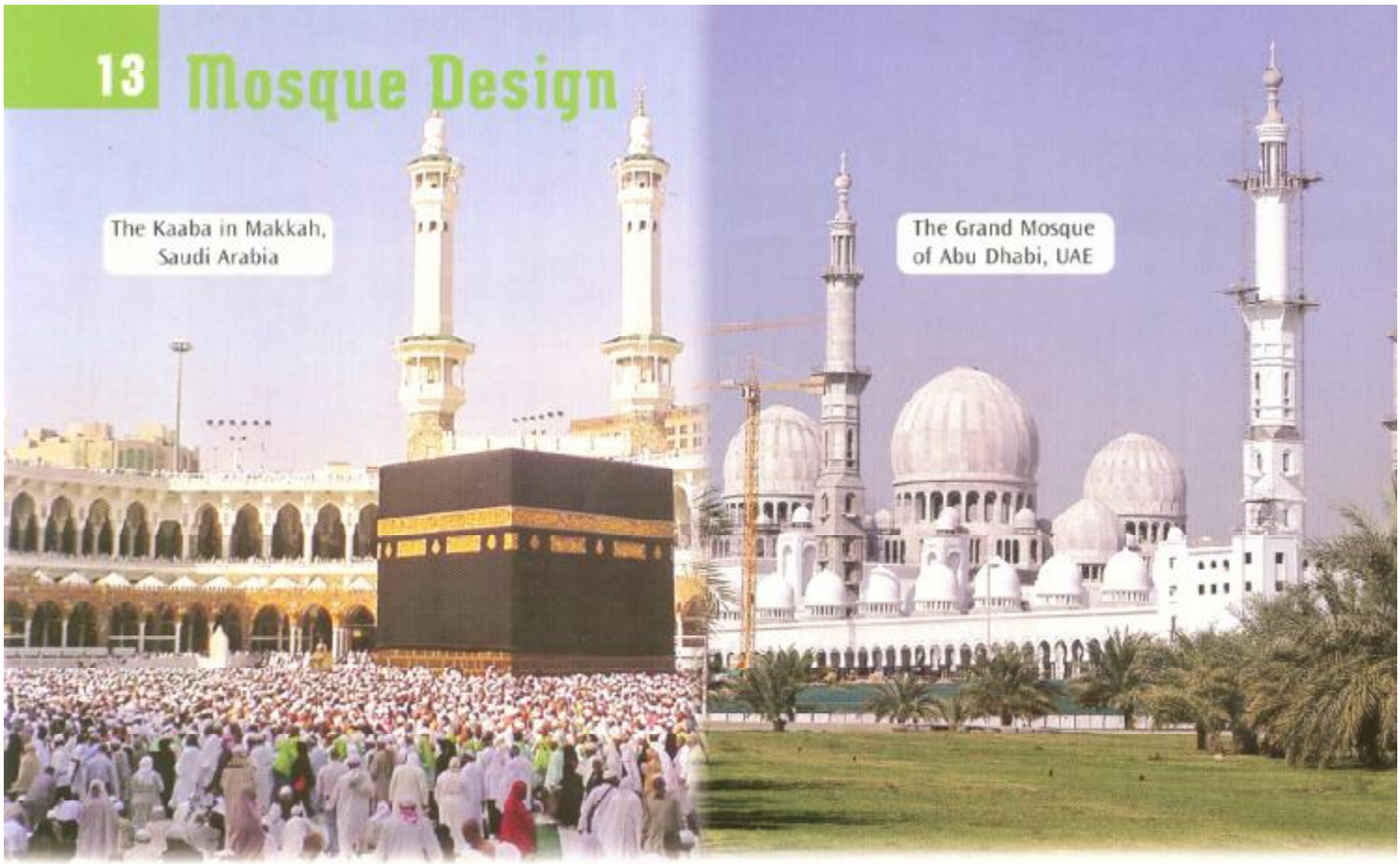
Score: 10 points for a building outside of the Middle East; 5 points for a building in the Middle East; 2 points if you have the same building.

Example

Team A: *We think the Palm Jumeirah in the UAE is an ambitious design.*

Team B: *For us, the Channel Tunnel in Europe is an ambitious design. That's five points for you and 10 for us.*

13 Mosque Design



Warm-up

1 **Have you visited any of these mosques? When did you go? What do you know about mosque design?**

2 **Read the text about mosque design. Answer the questions.**

1 How many features are included in all mosque design?
2 Did the earliest mosques have minarets?
3 Do most mosques have minarets today?

MOSQUE DESIGN FACTFILE

Mosques have been built to the same basic design for more than 1,000 years.

The first working mosque was built in the courtyard of Mohammad's (PBUH) house in Madinah. The three main features of that first mosque have been included in mosque design ever since:

- The courtyard
- The ***qibla*** wall, which is the part of the courtyard wall facing Makkah
- The covered prayer area of the ***qibla*** wall

Early mosques did not have minarets. The call to prayer was given from the flat roof of the mosque. Minarets were added later and have been a feature of mosque design ever since.

3 **Two people are looking at the picture of the Grand Mosque in Abu Dhabi. Who knows more about mosque design, Saleh or Ali?**

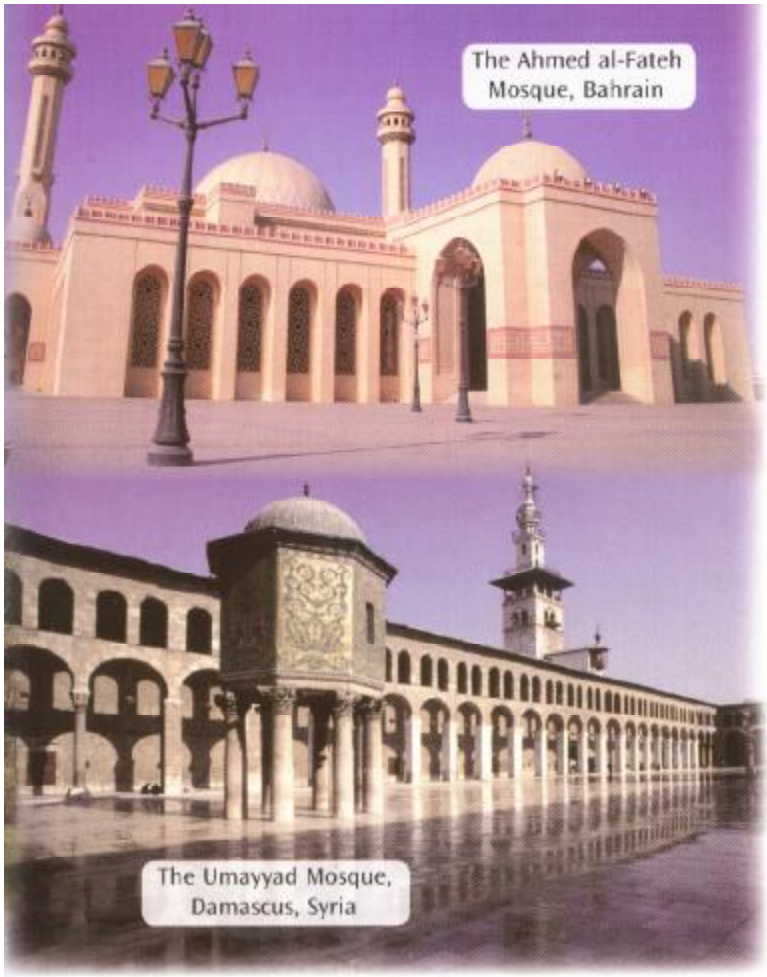
4 **Read the article about the Masjid al-Haram. Is there anything you can add to it?**

The Holy Kaaba in the Masjid al-Haram

The Masjid al-Haram, located in Makkah, Saudi Arabia, is the first and holiest mosque for all Muslims. Inside the Masjid al-Haram is the Kaaba. This is the most sacred site of Islam. All Muslims around the world face towards the Kaaba during prayers, no matter where they may be. The Kaaba itself is a magnificent piece of architecture. The structure is cube-shaped, and is made of granite from the nearby hills of Makkah. It is supported by a foundation made of marble. A black silk and gold curtain, known as the Kiswah, covers the Kaaba.

Twice a year, there is a special ceremony in which the Kaaba is cleaned. The cleaners use small brushes and rosewater so that the mosque remains undamaged.

During the Hajj, more than two million pilgrims gather at the Masjid al-Haram .They circle the Kaaba in an anticlockwise direction.


The Ahmed al-Fateh Mosque, Bahrain

The Umayyad Mosque, Damascus, Syria

Grammar: Predictions

5 **Look at these predictions. Underline the verb forms referring to the future.**

1 Look! The minarets are going to be really tall.
2 It won't move away from the basic elements of design.
3 Computer-generated design will probably become much more common.
4 There might be more use of imported building material.
5 The design may progress as it has in the past.

6 **Complete the rules (1–3) with verb forms (a–c).**

a) *be going to* + infinitive
b) *will/won't* + infinitive
c) *may/might* + infinitive

1 We use _____ to express our opinions and beliefs about the future (often with *I think, I hope, certainly/maybe/probably/perhaps*).

2 We use _____ to express predictions based on evidence in the present situation.

3 We use _____ to express an uncertain prediction or guess about the future.

Practice

7 **Complete these predictions with *will, won't, may/might*.**

1 I _____ probably use the computer when I do my homework tonight.
2 They _____ certainly visit their relations over the holiday.
3 I'm sure you _____ pass the exam.
4 I _____ study design in the future. I haven't decided.
5 No way! I _____ study mathematics. That's for sure.

8 **Use the cues to complete the predictions with *be going to*.**

1 The sky is dark and the wind is getting stronger. There _____ a storm. (be)
2 The engines have stopped, the plane _____! (crash)
3 Can you see the shark? It _____ (attack) the swimmer!
4 There are crowds of people queuing for tickets. The stadium _____ (be) full.

9 **Look at the picture and the cues. Make predictions using *be going to, will/won't* and *may/might*.**

be an office block,
cost a lot of money,
have a café inside,
look old-fashioned,
be complete next week,
look interesting

Your Turn

10 **Work in pairs. Think of a part of your city/town you know well. Predict what will happen to it in the next five years.**

Example
A: *I think there'll be a new shopping mall.*
B: *No, there won't. There's one nearby.*

11 **Tell the class your predictions. Do they agree? Did they have the same predictions?**

14 Architecture

Warm-up

1 Look around you and look at the pictures. How are light, geometry, water and calligraphy used as features of building design?

Reading

2 Read the texts and check your predictions.

3 Which design features did you not predict? Which design features did you predict that are not in the text?

4 Look at the Reading Help.

Reading Help: Difficult words and phrases

- Underline the words or groups of words you don't know.
- Read the sentences before and after and try to guess the meaning of the underlined words from the context.
- Write new words and expressions in your vocabulary book.

MIDDLE EASTERN ARCHITECTURE

Light

Light adds an extra dimension to every building and design. You'll come across different uses of light in Middle Eastern architecture. Light coming into buildings through tall arches transforms the interior. The light reflects off mosaics or coloured tiles to produce eye-catching patterns and effects. This way the light gets to the darkest corners. Light getting into buildings or rooms through lattice shutters produces pin-points or small areas of light. Although this produces a very different effect, it's still very beautiful.

Geometry

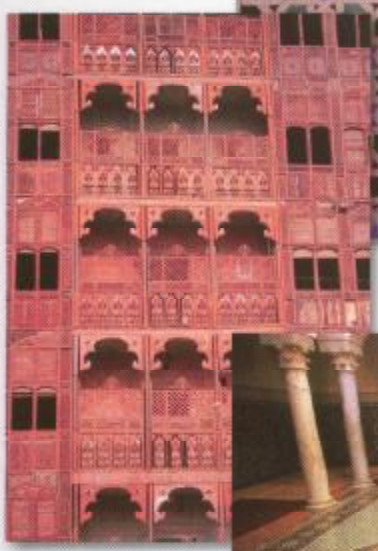
You'll come across complex geometric patterns in Middle Eastern design. If you look closely at the geometric design around a door, for example, you'll find out that the shapes and patterns repeat themselves. This repetition and symmetry can be very soothing. However, it is difficult to produce.

Water

Water has two purposes in Middle Eastern architecture. You'll come across lots of fountains in the courtyards of buildings. Water gets taken up into the surrounding air and cools it. However, that's not all it does. The water also reflects off the tiles and arches around, adding to the patterns and shapes.

Calligraphy

You'll come across this form of stylised writing on many Islamic buildings. Sometimes the calligraphy is very stylised. It looks like part of the geometric pattern, although when you look closely you can pick out the inscription.



5 **Find the underlined words and expressions in the text and match them with the meanings (1–7). Use the advice in the Reading Help.**

1 very small areas
2 half an object is the mirror image of the other
3 all around
4 writing carved into stone
5 exaggerated and elegant
6 pattern formed by small pieces of coloured tiles
7 relaxing

6 **The verbs in the Word Builder are in red in the text. Find them and guess their meaning.**

Word Builder

come across a thing or person
get to a place
get into a place
find out something
pick out something
get taken up into something

7 **Complete the sentences with verbs from the Word Builder in the correct form.**

1 We had to _____ some dates for our history homework.
2 When you use a vacuum cleaner, the dust _____ the machine.
3 While I was looking for my maths book, I _____ an old class photo.
4 There were lots of fantastic shoes but in the end I _____ these ones.
5 We leave at ten o'clock and _____ the airport at about midnight.
6 It rained so hard that the water _____ the house.

8 **Verb Quiz** **Complete the verbs with *in*, *of*, *off*, or *up*.**

1 You always have to take _____ your shoes in the house.
2 Are you bored? Why don't you take _____ a hobby?
3 You can see the planes taking _____ from our house!
4 The Dubai Tennis Championships take place _____ February.
5 Are you taking part _____ the school presentations this year?
6 We took care _____ our grandmother when she was ill.

9 **Look at the Sentence Builder. Find more examples of the linking words in the text.**

Sentence Builder

Although this produces a very different effect, it's still very beautiful.

It's still very beautiful, **although** it produces a very different effect.

This produces a very different effect. **However**, it's still very beautiful.

10 **Rewrite the sentences using the words in brackets.**

1 Some modern buildings have amazing design features. I don't think they are all very beautiful. (although)
2 I'd like to have a fountain in our courtyard. My parents don't agree. (however)
3 My room isn't very bright. It's still my favourite place in the house. (although)
4 My father is an architect. He didn't design our house. (however)

Speaking

11 **Work in pairs and do the design quiz. Check your answers on page 67. Then think of a design question to ask the class.**

DESIGN QUIZ

1 How many craftsmen built the Taj Mahal in India?
a) 10,000 **b)** 20,000 **c)** 30,000 **d)** 40,000

2 Who was the architect of the Burj Al Arab hotel in Dubai?
a) Norman Foster **b)** Zaha Hadid
c) Frank Gehry **d)** Thomas Wright

3 What is the Eiffel Tower in France made of?
a) iron **b)** steel **c)** titanium **d)** concrete

4 How many passengers does the new Airbus A380 carry?
a) 555 **b)** 700 **c)** 855 **d)** 1,000

5 How high is the Kingdom Centre Tower in Saudi Arabia?
a) 200 metres **b)** 250 metres
c) 300 metres **d)** 350 metres

Fact or Fiction?

The Great Wall of China can be seen from the Moon?

Answer: on page 78.

15 The Design Project

Warm-up

1 Look at the photo. What is it? How could the design be improved?

Reading and Listening

2 Read and listen to the dialogue. Is the design similar to your ideas?

The school is running a design project. Mohammad and Nabil are talking about their design.

Mohammad: So here is my and Nabil's design for the back entrance area. It's based on Islamic design. What do you think?

Ahmad: I really like it. The water feature's good. It'll be cool as you come in, but don't you think it's too dominating?

Walid: Hey, let me have a look. Yes, perhaps Ahmad is right. Move it closer to the wall, here, so it won't look so large.

Ahmad: Good thinking! That'll make it more symmetrical too.

Mohammad: Yes, I like that idea. What about the design of the tiles?

Walid: I think they'll look great. The water will reflect the pattern on the walls.

Ahmad: What about somewhere to sit in the evening?

Mohammad: Nabil and I talked about seats but we don't know where to put them. How about here ... or here?

Walid: Don't put them there because it's too near the door. Put one on the left and one on the right to balance the space.

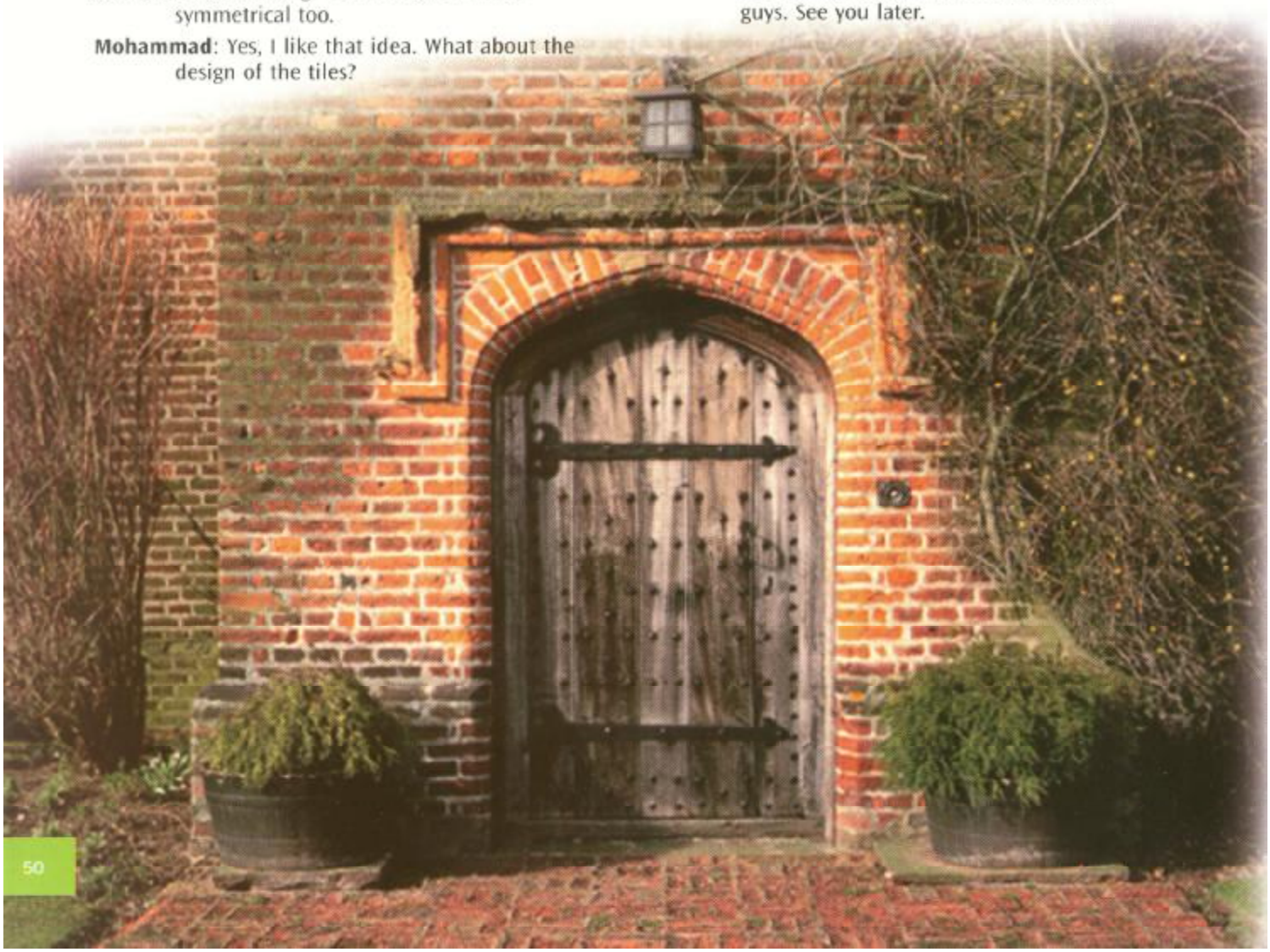
Ahmad: Yes, that'll look good. And make them bright colours so that students will want to sit there.

Nabil: We thought of putting plants in the four corners. I'll draw them on the design. Any other suggestions?

Walid: No, it's really good. What happens next?

Mohammad: I'm not sure when to give the final design in to our teacher.

Nabil: I think he said the 23rd – hey that's tomorrow! We'd better do the final version. Come on Mohammad. Thanks guys. See you later.



3 Are these sentences true (T), false (F) or is there no information (NI)?

1 ☐ Walid agrees with the idea of moving the water feature.
2 ☐ Walid likes Mohammad's suggestions for the seating.
3 ☐ Ahmad and Walid have done designs for the project.
4 ☐ There'll be four plants.
5 ☐ The deadline for the project is very soon.

4 Look at the Sentence Builder.

Sentence Builder

We don't know **where to** put them.
I'm not sure **when to** give the final design in.

5 Complete the sentences with these words.

how, what, when, where, who

1 I don't know _____ to wear for the celebration.
2 We don't know _____ to ask about the homework.
3 They don't know _____ to sit.
4 Do you know _____ to do this maths homework?
5 I'm not sure _____ to leave the house. Is six o'clock too early?

6 Complete the Key Expressions from the text.

Key Expressions: Instructions and Reasons

1 Move it closer to the wall _____ it won't look so large.
2 Don't put them there _____ it's too near the door.
3 Put one on the left and one on the right _____ balance the space.
4 Make them bright colours _____ students will want to sit there.

7 Imagine your class are doing a similar design project to Mohammad and Nabil's. Think of reasons for these instructions.

1 Choose geometric patterns for the tiles so ...
2 Move the plants to ...
3 Don't make the water feature too big because ...
4 Place the seats all around so that ...
5 Redraw the design so that ...

8 Work in pairs. Look around the class. Imagine you can redesign the classroom. Take turns to give your partner instructions and to respond.

Example

A: *Let's rearrange the desks.*
B: *In what direction?*

Everyday Listening

1 Guess the answers to the questions about the design project.

1 Who won the design project?
a) Ahmad and Walid
b) Mohammad and Nabil
c) two other students.

2 What is Ahmad's reaction to the news?
a) he is happy
b) he is disappointed
c) he is surprised

3 What did Walid want to have in his water feature?
a) fish b) green tiles c) blue tiles

4 Who is going to look at the finished design?
a) other students b) no one
c) famous architects

5 What do the four friends decide to do?
a) go back to class b) go and celebrate
c) go and meet the winners

2 Listen and check your guesses from Exercise 1.

3 Listen again. Who:

- accepts the situation? ☐
- are pleased with themselves? ☐
- is joking? ☐
- is surprised? ☐

4 **Listen closely** Listen and complete the expressions.

1 _____ _____ fair.
2 _____ life.
3 _____ _____ sorry.
4 _____ _____ sure.
5 _____ _____ all right.
6 _____ _____ _____ it!
7 _____ wonderful.
8 _____ true.

Writing: A report

1 Look at the photo. What do you know about this place? What do you think of it?

2 Read the report of a school trip. Is it generally positive or negative?

School Trip Report

Oil Well #1

1 As the name suggests, Oil Well #1 was the first oil well in the Gulf. It is found at the bottom of Jebel Dukhan, the highest point in Bahrain. Bahrain was the first country in the Gulf to find oil and the first drops came out of this well in October 1931.

2 Before oil was found, the most important part of Bahrain's economy was pearls. Unfortunately when people discovered how to make pearls artificially, the natural ones in Bahrain became less valuable. However, fortunately for Bahrain, Oil Well #1 started producing lots of oil around the same time and by June 1932 the well was producing enough oil to save the economy. The country then began to develop very quickly and lots of things were modernised, like the education system.

3 There are many beautiful places to visit in Bahrain, such as the Siyadi House and the Arad Fort, but sometimes the less attractive places are important as well. Although the pump itself is not very pretty, it is an important part of our identity. It is also a reminder that we need to prepare for the time when there is no oil.

4 I really enjoyed the visit. The well plus the Oil Museum offer an excellent day out. It's definitely worth going.

Text Builder

3 Match the paragraphs (1–4) with the topics (a–d).

a) recommendations b) background information
c) opinions d) basic information

4 Look at the linking words in blue in the text. Which do we use for:

• addition? • contrast? • examples?

Citizenship

5 **Write a report on a place you have visited recently.**

STEP 1 **Write notes about the place.**

- basic information: *name, date, architect, short facts*
- background information: *history, statistics, detailed facts, important events*
- opinions: *design, interest, value for money, importance*
- recommendations: *it's (not) worth going, I (don't) recommend it*

STEP 2 **Use your notes to write the report. Write four short paragraphs.**

STEP 3 **Check spelling, vocabulary and grammar.**

STEP 4 **Work in groups. Read each other's reports. Do you agree with them?**

Example

I don't agree with Habib's report. I thought the museum was brilliant.

Understanding Grammar: Present Perfect and Past Simple

1 **Read the text about the architect Norman Foster. Have you seen the design projects (a–b)? What do you think of them?**

BIODATA

Norman Foster, the world-famous architect, was born in Manchester, England in 1935. He graduated as an architect in 1962. He founded Foster and Partners in 1967 and since then the company has designed and completed many ambitious and ground-breaking projects. He completed the Al Faisaliah Centre in Saudi Arabia in 2001 and the Millennium Bridge in London, England in 2000. He recently won the competition to design The Troika apartment block in Kuala Lumpur, Malaysia. So far, he has won several prizes for his buildings and he received a knighthood in 1990.

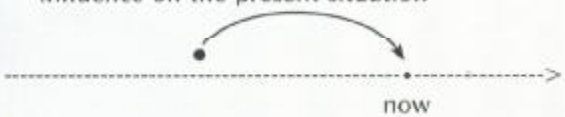
2 **Read the text again and underline the verbs in the Past Simple and the Present Perfect.**

3 **Look at the verbs you underlined in Exercise 1. Match the tenses (1–2) with the uses and timelines (a–b).**

1 Present Perfect **2** Past Simple

a) we know exactly when the event happened and we don't want to link it with the present

b) the event happened in the period of time before now and has influence on the present situation



4 **Read the sentences and translate the verbs in bold into your language. Is the translation the same or different?**

1 He **has designed** many buildings.
2 He **designed** the Millennium Bridge in 2000.

5 **Match the sentences (1–2) with the people (a–b).**

1 He's got two prizes.	a) a dead architect
2 He got two prizes.	b) a living architect
1 He's become famous.	a) a new architect
2 He became famous.	b) an old architect

6 **Put the verbs in brackets in the Present Perfect or Past Simple.**

1 London _____ (produce) many architects and designers.
2 _____ (you, cross) the Millennium Bridge on your visit last month?
3 Five architects _____ (receive) commendations for their designs but none of them _____ (win) the competition.
4 Zaha Hadid _____ (design) many famous buildings.
5 Norman Foster _____ (leave) school at 16.

7 **Read the dialogue. What tense is used to start the conversation? What tense is used to ask about details?**

Ali: Have you been anywhere interesting lately?
Salah: Yes, I have. I went to Jeddah last week.
Ali: Did you visit the Heritage Museum?
Salah: Yes, I did.
Ali: Did you like it?
Salah: Yes, it looks bit unusual from the outside, but it's a great museum.

8 **Work in pairs. Use the cues to talk about your experiences.**

Example
A: *Have you ever been to London?*
B: *Yes, I have.*
A: *Did you cross the Millennium Bridge?*
B: *No, I didn't.*

1 be to London / cross the Millennium Bridge
2 meet an architect / who
3 write a report / what about
4 see a famous building / like the design
5 design anything / what

Study Corner 5

Language Check

1 Complete the words in these sentences.

1 Norman Foster's buildings are all g_ _ _ _ - b_ _ _ _ _ _ designs.
2 The building has lots of different uses. It's really m_ _ _ - p_ _ _ _ _ _.
3 He really likes to take risks with his buildings. This one's very a_ _ _ _ _ _ _.
4 It's made from local materials. It's very t_ _ _ _ _ _ _ _ _.
5 I don't like m_ _ _ _ buildings. I like the older ones.

2 Complete the gaps with these words.

across, back, out, past, up

6 Did you ever find _____ the name of the architect?
7 I came _____ an old friend in the shopping mall.
8 He got _____ the defender and scored a goal.
9 He picked _____ his books and walked out.
10 What time do you get _____ from school?

Vocabulary ☐ / 10

3 Put the verbs in brackets into the Past Simple or Present Perfect.

Nearly all of Norman Foster's designs 11_____ (be) very popular. He 12_____ (design) many functional buildings like Stansted Airport in England and London City Hall. He 13_____ (make) his name in England in the 1970s. So far in his career, he 14_____ (win) the Sterling Prize twice. He 15_____ (win) it first in 1998 and again in 2004.

4 Choose the correct verb to complete the sentences.

16 Next year, my brother (may/will) be eighteen.
17 We (may/will) go to the mall tonight, or maybe stay at home.
18 He (might/will) win the design competition but I don't think so.
19 Building designs (will/may) certainly get more innovative.
20 I don't think he (might/will) win a prize for that design.
21 I'm sure computers (may/will) never replace teachers.
22 He (might/won't) write another book because he is much too busy.
23 The architects haven't decided yet, but it (might/will) be the tallest building in the world.
24 He (may/won't) win the competition – he's not good enough.
25 They (will/won't) probably invent something better than DVDs.

Grammar ☐ / 15

5 Complete the instructions about vocabulary books with *because*, *so* or *to*.

Keep a vocabulary book 26_____ put new words in. Have a section for expressions 27_____ they are very important to learn. Write an example sentence and a translation in your own language 28_____ that you can use your vocabulary book for revision. Use different colours 29_____ help you organise your book (e.g. different colours for nouns, verbs and adjectives). Mark the stress 30_____ you don't forget it.

Key Expressions ☐ / 5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 48 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 14 – Word Builder
Numbers 11–15	Understanding Grammar
Numbers 16–25	Unit 13 – Grammar
Numbers 26–30	Unit 15 – Key Expressions

Study Help: Multi-part verbs

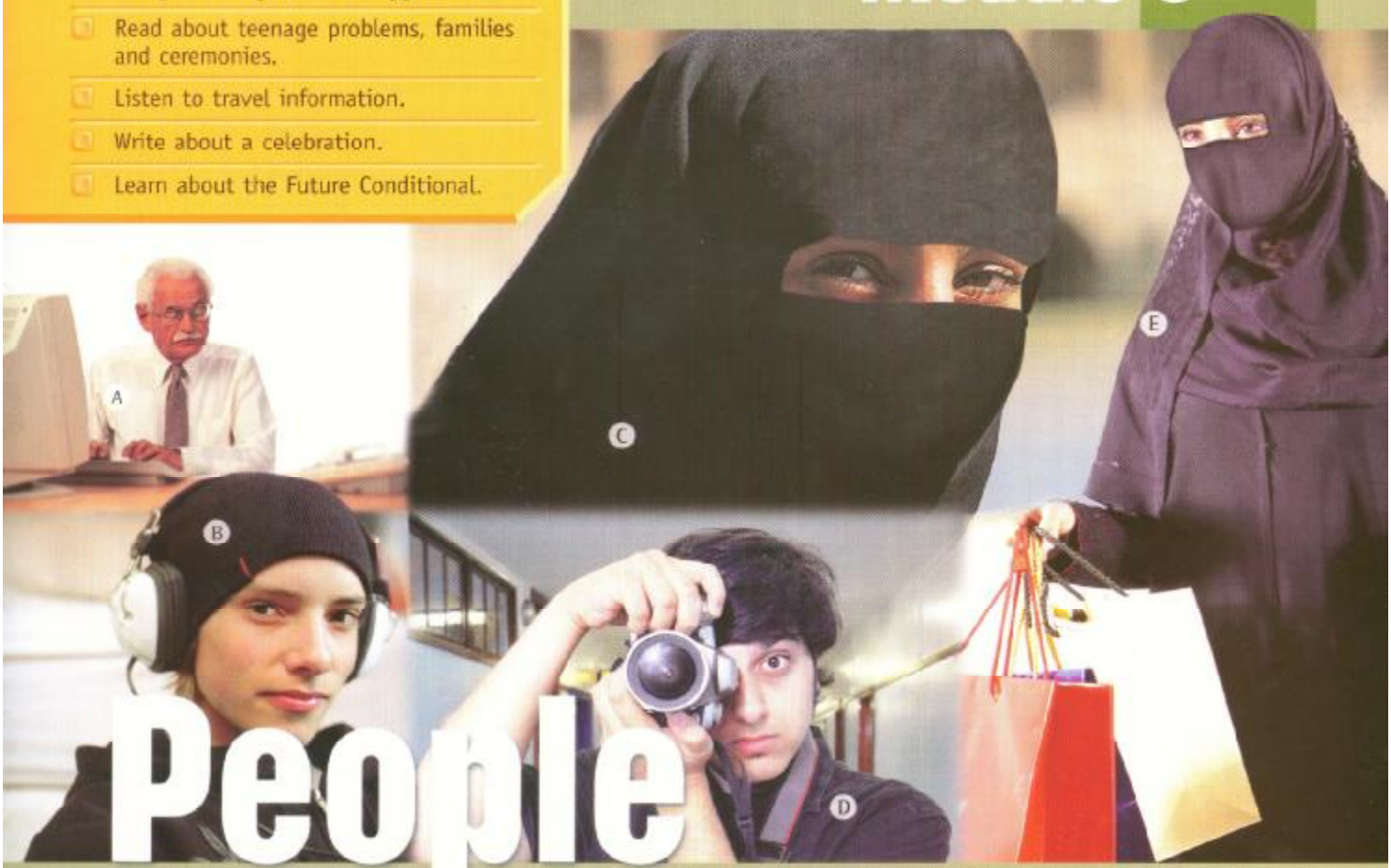
- Write new multi-part verbs (e.g. *take part in, pick up*) in your vocabulary notebook.
- Write a translation in your own language.
- Write a sentence with an example of the verb.

Example *come around*
My cousins came around to my house last night.

- **Put the multi-part verbs from this module in your book. Follow the above advice.**

Module 6

- Talk about personality, relationships and being a teenager; make suggestions.
- Read about teenage problems, families and ceremonies.
- Listen to travel information.
- Write about a celebration.
- Learn about the Future Conditional.



People

Get Ready

1 **Look at the Key Words and the photos. What do you think the people are like?**

Key Words: Personality Adjectives

easy-going, energetic, extrovert, friendly, hard-working, helpful, honest, independent, introvert, kind, lazy, organised, outgoing, practical, quiet, reliable, sensitive, shy, sociable, talkative, thoughtful, tidy, untidy

Example

The boy in photo B looks friendly, kind and helpful.

2 **Listen to the people in the photos and check your guesses from Exercise 1.**

3 **Listen again and answer the questions.**

1 What does A put in alphabetical order?
2 What are B's interests?
3 What after-school activities does C do?
4 What is D's hobby?
5 Why does E help her neighbour go shopping?

4 **Work in pairs. Ask your partner the questions and then look at the results on page 67. Is the personality description accurate for you?**

How Extroverted Are You?

Do these statements describe you? Mark each one on a scale of **1–4**.

1 – no, not at all **2** – sometimes **3** – often **4** – yes, definitely.

1 When I'm with my friends, I talk less than the others.	1 2 3 4
2 I listen to other people before I give my opinions.	1 2 3 4
3 When I go to school, I only talk to people I know.	1 2 3 4
4 I am a thoughtful, careful and loyal person.	1 2 3 4
5 When I'm busy and the phone rings, I ignore it.	1 2 3 4

16 Problem Page

Warm-up

1 Look at the Key Words. Which words are positive and which are negative? Use them to describe the people in the photos.

Key Words: Feelings

angry, annoyed, anxious, bored, delighted, depressed, excited, furious, nervous, relaxed, sad, scared, upset, worried

2 Do you read advice columns in magazines? What problems do people often describe in their letters?

3 Read the letters (1–4) and match them with the replies (a–d).

4 Which problem is the most serious? Why?

Problem Busters

Problems? We'll sort you out!

1 I'm really worried about school exams but I'm too scared to tell my teacher. I know that if I ask for help, my teacher will be disappointed. What should I do?

2 My friends think I'm happy but I'm not. I'm often depressed but I just don't show it. Should I tell people about my feelings?

3 I look very young. I'm going to college soon and I'm worried that people will laugh at me. What can I do?

4 I'm so upset! I need glasses but I'll look stupid if I wear them. What should I do?

a You should learn to express your feelings. When you feel sad, talk to someone. You won't feel better unless you share your feelings with a friend. And your friendships will also grow stronger when you open up to your friends.

b Just be yourself – if people tease you, don't react and don't be annoyed. There will always be people who love you just as you are. Remember, looking young isn't so bad – you'll look 30 when you're 50.

c If you don't take care of your eyes now, you'll regret it later. Glasses make your life easier. You'll see the difference when you start wearing them. And don't worry! A lot of people look much better with their glasses than without.

d Just ask your teacher for help. Your teacher won't know you're struggling unless you tell him/her. Your teacher won't be disappointed. Remember, most teachers became teachers to help other people with their learning difficulties.

Grammar: Future Conditional

5 Complete the sentences from the text with the correct verb forms.

Advice

1 **When** you _____ sad, talk to someone.

2 **If** people _____ you, don't react and don't be annoyed.

Consequence

3 I'll look stupid **if** I _____ them.

4 Your teacher won't know you're struggling **unless** you _____ him/her.

6 What time do the sentences (1–4) talk about: past, present or future?

7 Read the sentences (1–3) in Exercise 5 and complete the table.

when		imperative (advice)
if	+ _____	
unless		_____ + infinitive (consequence)

8 Read the sentences and complete the rule.

I'll look stupid if I wear them. = If I wear them, I'll look stupid.

We always use a comma when the condition comes *first/second* in the sentence.

9 Choose the best paraphrase of this sentence. Translate *unless* into your language.

*She/He won't know you're struggling **unless** you tell him/her.*

a) She/He won't know you're struggling if you talk to her.

b) She/He won't know you're struggling if you don't talk to her.

Practice

10 Complete the sentences with the correct forms of the verbs in brackets.

1 I don't know what I _____ (do) if my teacher _____ (not have time) to give me help.

2 I got a fine because I didn't return a library book. My mum _____ (kill) me when she _____ (find) out about it.

3 If I _____ (give) you my phone, _____ (you / look) after it?

4 _____ (I / have) problems with my eyes if I _____ (use) the computer for six hours a day?

5 I _____ (not get into) this school unless I _____ (pass) the exam.

11 Read this note and complete the sentences (1–5). Give advice, using the ideas from the box. Add your own ideas.

My brother has moved to Dubai and I'm feeling really down. I miss him all the time. What shall I do?

start going out more, spend time with friend, phone/email him, spend time with your parents, have no choice, tell him you miss him.

Example

1 *You will feel much better when you start going out more.*

1 You will feel much better when ...

2 Talk to your brother ...

3 When you see him ...

4 If you go out with friends, ...

5 You won't think about him so much if ...

Your Turn

12 Work in pairs. Think about the future. Use the cues below or your own ideas to ask and answer questions with *if* or *when*.

Example

A: *What will you do when you finish school?*

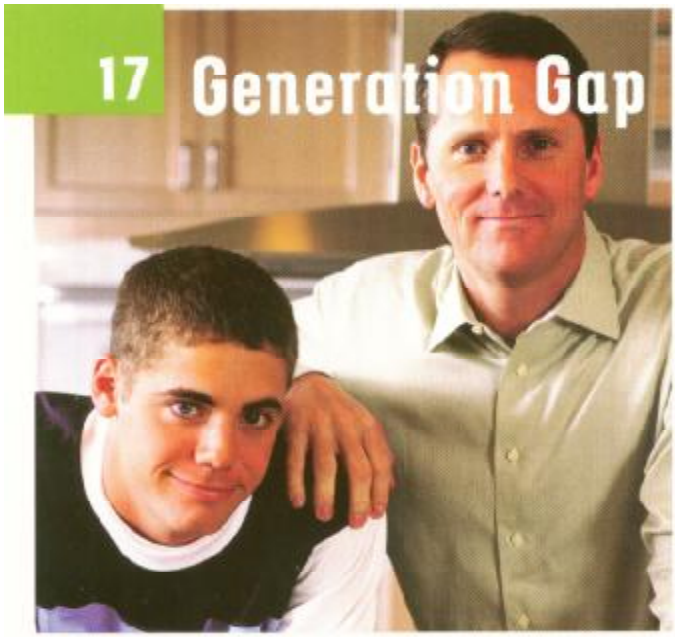
B: *I'll go to university.*

A: *Will you celebrate when you finish this school?*

B: *Sure, I'll have a family party.*

- what do / you finish school
- where go on holiday / the school year is over
- leave home / you're 18
- what study / go to university

17 Generation Gap



Warm-up

1 **What kind of things do you disagree about with your parents? Here are some ideas.**

- homework • your clothes • your room
- playing computer games • watching TV
- your friends • your mobile phone
- making phone calls at home
- doing household chores • riding a motorbike

Reading

2 **Read the magazine article. Which of the things in Exercise 1 do the people disagree about?**

What do you disagree about at home?

We asked three teenagers (and their parents!).

Tariq: My mum's a bit irritating. I mean, I'm nearly sixteen and she won't let me have a motorbike. We argue about homework and she makes me go to extra classes after school. When she goes out, I can't use the computer because she won't tell me the password for it!

Samira: I'm very proud of him. He's very creative and he does well at school but he's a bit lazy about doing his homework – he prefers playing computer games! He can be stubborn, too and hates it when people tell him what to do. He wants a motorbike but I think we'll make him wait until he's eighteen!

Rashida: I love my mum but we disagree a lot these days. She says I read too much but I don't. And she says it's my fault our phone bills are so big! She says I don't make an effort in all of my school subjects but I do my best – most of the time!

Nawal: She makes friends easily. She's very outgoing, like me and loves to chat with her friends – so we let her have a new phone! We sometimes buy her books, but she reads too much and won't spend enough time with her family. She's a bit moody, too, especially in the morning. I was exactly the same at her age!

Habib: My dad can be so embarrassing. When my friends come round, he tries to be 'funny'. We don't argue much but he makes a fuss about my room. I know where to find everything but he says it's untidy. He makes me tidy it at weekends.

Ahmad: We like a lot of the same things. I think there's less of a generation gap these days. Of course, he's annoying sometimes, but that's only natural. His room is a disaster zone. He won't make his bed and he makes a mess in the living room, too. He never offers to do the washing up – I have to make him do it!

3 **Which person from the article could say these things?**

1 If you don't get off that phone, you'll have to pay the bill yourself! *Nawal*
2 It's not fair! All my friends have got motorbikes.
3 I won't let you go out unless you make your bed.
4 They don't think you're funny, you know.
5 I know I read a lot, but I don't read too much. Honestly, I still spend time with my family.
6 Turn the computer off! It's time to do your homework.

4 **Look at the Word Builder. Find these words in blue in the text and Exercise 1. Copy and complete the table.**

a fuss, an effort, my best, homework, well, friends, your bed, a mess, the washing-up

Word Builder	
make	*a fuss*
do	

5 **Verb Quiz** **Complete the expressions with *make* or *do*.**

1 _____ the shopping
2 _____ a cup of tea
3 _____ a suggestion
4 _____ money
5 _____ a mistake
6 _____ athletics
7 _____ puzzles
8 _____ calculations

6 **Complete the description with *make* or *do* in the correct form.**

When I get home from school, my mum [1]_____ me a cup of tea. Then, I go to my room and [2]_____ my bed (I don't have time in the morning!). After that, I [3]_____ my homework – my mum [4]_____ a fuss when I don't. We get tons of homework at our school and you really have to [5]_____ an effort to [6]_____ well.

7 **Look at the Sentence Builder and complete the sentences from the text.**

Sentence Builder			
I	**let**	her	have a new phone.
He	**makes**	me	tidy it at weekends.
I	**will make**	him	wait until he's eighteen.

8 **Look at this example.**

She won't let me have a motorbike.

Find two more examples in the text of *won't* with the meaning 'refuse to do something'.

9 **Rewrite the sentences using *make* or *let*.**

1 In sports lessons, we have to warm up first.
Our games teacher ... *makes us warm up first.*
2 My parents say I can't have a new mobile phone.
My parents won't ...
3 I have to tidy my room at weekends.
My parents ...
4 They had to stay in at break.
Their teacher ...
5 I can use the Internet on my dad's computer.
My dad ...

Speaking

10 **Look at the expressions from two arguments. Who says them? A teenager (T) or a parent (P)?**

1 ☐ Where have you been?
2 ☐ Can I have a ...? Why not?
3 ☐ Oh, please. I just want a small one – 50cc.
4 ☐ Why are you late?
5 ☐ Why didn't you phone home?
6 ☐ It's not fair. All my friends have got them.
7 ☐ You never listen to me.
8 ☐ My friend's mother says it's ok.
9 ☐ I'll pay for it with my own money.
10 ☐ You're too young to have a ...

11 **Work in pairs. Roleplay two situations.**

► Student A, page 65
► Student B, page 66

Fact or Fiction?

66% of American parents say they have the same values as their children. Only 46% of teenagers say they have the same values as their parents!

Answer on page 68.

18 A Boat Trip

Warm-up

1 Look at the photo. Have you ever been boating or canoeing? Where?

Reading and Listening

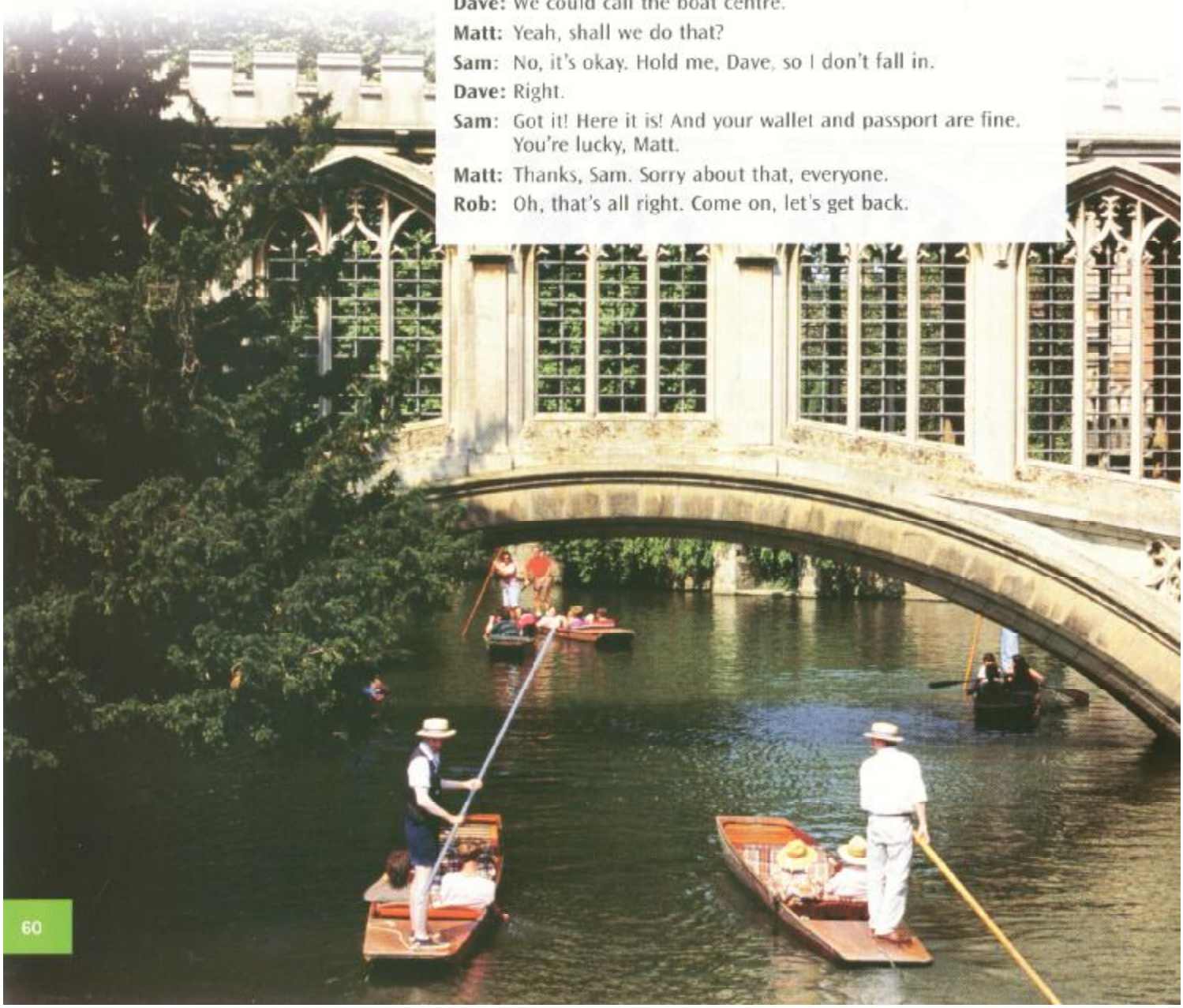
2 **Read and listen to the dialogue. Answer the questions.**

Which of the characters:

1 have an argument?
2 nearly loses his jacket?
3 suggests getting in the water?
4 suggests calling somebody?
5 gets the jacket?

At the weekend, four friends rent a boat in Cambridge.

Rob: Matt, sit down. Don't be so silly. You're going to sink the boat!
Matt: Oh, don't be so scared, Rob.
Sam: Come on, you two. Just stop arguing.
Matt: Whoa! I nearly fell in!
Rob: Serves you right!
Sam: Watch out, Matt. Your jacket's in the water!
Matt: Oh, no! It's got my wallet and passport in it! It's all *your* fault, Rob.
Rob: My fault?
Dave: Look, just calm down, you two. What about using your oar, Sam? Get it before it sinks!
Sam: I'm trying. But I can't get it.
Rob: Why don't *you* get in the water, Matt? It was your fault.
Matt: No way!
Dave: We could call the boat centre.
Matt: Yeah, shall we do that?
Sam: No, it's okay. Hold me, Dave, so I don't fall in.
Dave: Right.
Sam: Got it! Here it is! And your wallet and passport are fine. You're lucky, Matt.
Matt: Thanks, Sam. Sorry about that, everyone.
Rob: Oh, that's all right. Come on, let's get back.



Speaking

3 Look at the Key Expressions.

Key Expressions: Making Suggestions

What about using your oar, Sam?
Why don't you get in the water?
We could call the boat centre.
Shall we do that?
Let's get back.

4 Work in pairs. Use the Key Expressions and make suggestions for these situations.

Example

A: *Why don't we order pizza?*
B: *We could make one ourselves.*

1 It's your friend's graduation on Saturday and you're discussing what to do for him/her.
2 You are with your friend. You can hear shouts of 'Help' from next door.
3 You and a friend are hungry but have nothing to eat.

5 Work in pairs. Imagine you are two explorers who have become lost in a forest. Use the information, make suggestions and decide what to do.

- it is cold • it's starting to rain • it's getting dark
- you are hungry • you have a mobile phone
- there is a river • you have a tent
- you have matches • you have a compass

Example

A: *Why don't we make a fire to keep warm?*
B: *No, it's raining. Everything is wet. Shall we ...?*

6 Compare your suggestions with those of another pair of students.

Everyday Listening

1 Listen to the conversation in the travel agent's. How do the couple decide to travel? How long is their journey going to be?

2 Listen again. Complete the travel information.

PLANE:
TIMES: 1_____ AND 19.40
PRICE: 2£_____ RETURN

TRAIN:
TIMES: 3_____, 17.15, 18.40
PRICE: 4£_____ RETURN

BUS:
TIMES: 12.00 AND 5_____
PRICE: 6£_____ RETURN

3 **Pronunciation** Listen to the sound of the letter 'g' in these words. Repeat the words.

1 /g/ group 2 /dʒ/ generation 3 /ŋ/ everything

4 Look at the words below. How do you say them? Put them in the correct group, 1, 2 or 3.

angry, argue, original, game, ring, teenager, graffiti, washing-up, forget, age, gymnastics, living room, digital, energetic, organised, annoying, logical, shopping, allergy

5 Listen and check your answers. Repeat the words.

Across Cultures 3

Warm-up

1 **Read the information below about teenagers' rights in Britain. Are they the same in your country?**

> **In Britain, you can ...**
> - get a part-time job when you are thirteen.
> - leave school, join the army and get married (with your parents' agreement) when you are sixteen.
> - drive a car when you are seventeen.
> - vote, open a bank account and /or own your own home when you are eighteen.

Reading

2 **Read about the three celebrations. Which one would you like to go to? Why?**

Coming of Age

Many societies have events to celebrate becoming an adult.

a Seijin Shiki

The second Monday in January is coming-of-age day in Japan. It is a national holiday. There are special ceremonies throughout Japan for all the young people who have reached the age of twenty in the past year. Young people officially become adults at the age of twenty in Japan and the ceremonies remind young people of their adult responsibilities. Ceremonies are held in town halls and in other public places – even in Tokyo Disneyland! Young people look forward to and prepare for the ceremonies during the year. The young men usually wear suits to their coming-of-age ceremonies and the young women usually wear formal traditional dress, called *furisode*. The traditional part of the ceremony helps young people get in touch with their past history and culture.

b A reminder of adulthood

Since 1969, young people in Britain have officially 'come of age' at the age of eighteen. Before that, the official age when young people reached adulthood was twenty-one. Young people used to celebrate this event with special ceremonies. Their parents used to deal with all the arrangements and they used to invite lots of friends and family. These days, young people don't go through big ceremonies at the age of eighteen. They usually have smaller celebrations with their family and friends. It is usual for young people to receive an item from their parents as a symbol of their maturation into adulthood. Often these are items, such as watches or jewellery, which are designed to be worn as a welcome into the adult world and a constant reminder of the responsibilities that go with becoming an adult.

c Citizenship Ceremony

For years there have been 'citizenship ceremonies' in Australia for new immigrants. Now, young Australians do the same when they get to the age of eighteen. The ceremonies are usually on 26th January (Australia Day) or 17th September (Citizenship Day) and are usually held in schools or town halls. There was once a ceremony in a sports stadium when 30,000 people turned up. Native Australians in traditional dress often perform traditional dances to welcome the new citizens. After the ceremony, the proud new citizens have a meal with their family and friends.

3 **Read the descriptions again. In which of the events a), b) or c), do these things happen?**

1. The ceremony is a holiday throughout the country. ☐ and ☐
2. The ceremony doesn't happen nowadays. ☐
3. The ceremony combines the past and the future. ☐
4. There are sometimes thousands of people at the ceremony. ☐
5. The ceremony can take place on one of two days in the year. ☐
6. At this ceremony young people receive a symbol of becoming adults. ☐

4 **Look at the Word Builder. Find the verbs (1–6) in the text and match them with the meanings (a–f).**

Word Builder

1 look forward to	a) organise
2 get in touch with	b) wait with excitement
3 deal with	c) arrive
4 go through	d) contact
5 get to	e) experience
6 turn up	f) reach/arrive at

5 **Complete the sentences with verbs (1–6) from the Word Builder in the correct tense.**

I'm really [1]_____ my new sister or brother's birth because we celebrate *aqiqa* with everyone in my family. First my dad [2]_____ all my relatives as soon as the baby is born and officially invites them to the ceremony in a week's time. My parents and grandparents [3]_____ all the arrangements – they prepare the food and clean the house. I always get ready very early and I wait for people to [4]_____ . Then, we all celebrate the birth together and perform the traditional ceremonies. When it [5]_____ the end of the celebration, we all feel very, very tired!

6 **Verb Quiz** **Complete the verbs in the sentences.**

1 Some of my class got _____ yesterday to plan the class outing.

2 I came _____ a photo of my brother in my English notebook!

3 We found _____ all about Coming of Age ceremonies in Canada last week. Our teacher visited Canada last year and had lots of information.

Speaking

7 **Work in pairs. Ask and answer the questions.**

1 What do people in Saudi Arabia do to celebrate 'Eid al-Adha'?

2 What was the last celebration you went to?

3 What is your favourite kind of celebration?

8 **Work in pairs. Discuss these questions.**

1 At what age do you think young people are no longer children?

2 At what age should people be able to do these things?

a) leave school b) own a mobile phone

c) look after children d) marry e) get a job

Citizenship: A celebration

1 **Look at the description. Replace the word *nice* with these adjectives:**

- great
- cool
- lovely
- delicious
- not too hot
- fantastic

This year we had a really nice Eid al-Fitr celebration. The weather was nice and the town looked nice. We had a nice parade in the town centre and it looked really nice. The food was nice and everyone enjoyed themselves.

2 **Decide on the event, e.g. a wedding, Eid, Ramadan, a graduation, etc.**

3 **Plan and write your description. Remember to use some interesting adjectives.**

- Describe the scene when you arrived. What was the place like? What were people doing?
- What happened at the celebration? What did you do? Were there any funny incidents?
- When did it finish? How did you feel afterwards?

Example

It was a very hot day and there was a sandstorm. Some of my relatives arrived late and my father...

4 **Read each other's descriptions. Which one sounds best?**

Study Corner 6

Language Check

1 **Complete the adjectives in these sentences.**

Salma is a [1] s _ _ _ _ _ _ _ girl and makes friends easily.

Ahmad is very [2] e _ _ _ - _ _ _ _ _. He never gets [3] w _ _ _ _ _ _ about exams.

Walid is quite [4] s _ _ _ _ _ _ _ _ and gets [5] u _ _ _ _ when people tease him.

2 **Choose the correct verb to complete the sentences.**

6 My parents always (do/make) a fuss if I get a bad report.

7 I don't (do/make) many phone calls; I prefer to send text messages.

8 My sister always (does/makes) well at maths and sciences.

9 My mum got angry because I (did/made) a mess in the kitchen.

10 My teacher says I should (do/make) more effort in sport.

Vocabulary ☐ / 10

3 **Complete the sentences in Hamed's letter. Use the Future Conditional.**

I've got a problem with computer games – I can't stop playing them. Tonight, when I [11] _____ (get) home, I [12] _____ (switch on) the computer and play games. I haven't done my physics or maths homework for two nights. My teacher [13] _____ (send) a letter to my mum unless I [14] _____ (do) the work before Monday. I don't think I can do it and my mum [15] _____ (get) angry when she [16] _____ (find out). What can I do?

Hamed

4 **Complete the sentences with suitable words.**

17 I / go to the mall / I have a lot of homework (unless)

18 she / do her homework / she get home from school this afternoon (when)

19 you / see Mr Brown / ask him about the exam (when)

20 not talk / to him / he apologises for last night (unless)

21 you / not wear your glasses / your eyes get worse (if)

22 the teacher / come in / I / give it to him (when)

23 you / not ask questions / never learn (if)

24 you / go to a doctor now / you / be very ill (unless)

25 you / feel / sad / speak to a friend (if)

26 not tell her the news / you / see her (when)

Grammar ☐ / 16

5 **Complete each gap in the dialogue with one word.**

A: It's Bilal's graduation on Saturday.

B: Oh, yeah. [27] _____ we get him a present?

A: I suppose so. [28] _____ about that new science fiction comic?

B: No, he doesn't like them any more.

A: [29] _____ don't we buy him that new football game?

B: For his Playstation? I think he's already got it.

A: Mm, probably. I know! [30] _____ take him bowling.

B: Yeah, that's a great idea!

Key Expressions ☐ / 4

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 56 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words, Unit 16 – Key Words
Numbers 6–10	Unit 17 – Word Builder
Numbers 11–26	Unit 16 – Grammar
Numbers 27–30	Unit 18 – Key Expressions

Study Help: Dictionary skills

- Dictionaries tell you what each word is, e.g. *noun, pronoun, verb, adjective, adverb, preposition*.

- **What are the underlined words in these sentences? Use a dictionary to help you.**

1 She asked me a question about science.

2 I walked to school slowly.

3 Tariq is a hard-working student.

Student A

Unit 4, Exercise 9, page 17

Example

A: *Are you doing anything tomorrow evening?*

B: *Yes, I'm meeting my manager for dinner. What about lunch?*

A: *Well, I'm having lunch with a journalist.*

September

Thursday 29

9.30-11.00 – photo session
13.00-14.00 – lunch with CNN journalist
16.00-17.00 – dentist
17.30-19.00 – Spanish lesson

Unit 7, Exercise 10, page 27

Use the cues to make passive questions. Then test your partner (the answers are in brackets).

What animal / used / as a symbol of medicine. (a snake)

When / plasters / invented? (1921)

What food / our teeth / most damaged by? (sweets)

Where and when / first glasses / invented? (Italy, 1285)

How many people / killed / by Spanish flu in 1918? (20–40 million)

Now try to answer your partner's questions. Choose answers from the box.

South Africa 1967, coughing and sneezing, 1895, a virus, plants

Unit 10, Exercise 12, page 37

Use the cues to make questions. Add two questions of your own. Ask and answer the questions.

Example

A: *Have you ever been abroad?*

B: *Yes, I have.*

- be abroad
- travel by ship
- meet a dangerous animal in the wild
- spend holidays on an island
- touch a snake

Unit 12, Exercise 6, page 41

You are a tourist. You are going to Cancun. Ask about:

- places to see
- fun activities
- adventure sports
- places to go out

Now you are a tourist guide. Answer your partner's questions about Dubrovnik.

Dubrovnik	historic city on Croatia's beautiful Adriatic coast
places to see	• the old town with narrow streets and squares • old buildings • the Duke's Palace • the maritime museum
fun activities	• trips to the islands near the coast • flights in small aeroplanes • amusement park
adventure sports	• scuba diving • sailing and windsurfing • hiking and climbing mountains
going out	• fish restaurants • cafés • cultural festivals

Unit 17, Exercise 11, page 59

Roleplay 1

You have been busy with school work for most of the week and have not helped around the house. Although your parents understand this they asked you to tidy your room this afternoon. You spent the day watching TV instead. Why didn't you do what they asked?

Your parent speaks first.

Roleplay 2

You are sixteen years old. You want to get a new laptop. Your parents won't let you. It is breakfast time and you are at the table with your mother or father. You raise the subject again.

You start, e.g. *Er, can I ask you something?*

Student B

Unit 4, Exercise 9, page 17

Example

A: *Are you doing anything tomorrow evening?*

B: *Yes, I'm meeting my manager for dinner. What about lunch?*

A: *Well, I'm having lunch with a journalist.*

September

Thursday 29

11.00-12.30 – basketball
14.00-15.00 – interview for The Times
15.00-17.00 – tennis with Alan
19.30 – dinner with manager

Unit 7, Exercise 10, page 27

Use the cues to make passive questions. Then test your partner (the answers are in brackets).

How / a cold / spread? (coughing and sneezing)

What medicines / used / in ancient times? (plants)

When / x-rays / discovered? (1895)

What / flu / caused by? (a virus)

Where and when / first heart transplant / do? (South Africa, 1967)

Now try to answer your partner's questions. Choose answers from the box.

a snake, Italy 1285, 1921, sweets, 20–40 million

Unit 10, Exercise 12, page 37

Use the cues to make questions. Add two questions of your own. Ask and answer the questions.

Example

B: *Have you ever travelled by train?*

A: *No, I haven't.*

- travel by train
- read a travel book
- take a photo of a wild animal
- see a polar bear
- go to Africa

Unit 12, Exercise 6, page 41

You are a tourist guide. Answer your partner's questions about Cancun.

Cancun	popular holiday resort in Mexico
places to see	• ruins of Mayan civilisation • islands • ecological parks
fun activities	• excursions in mini-submarines • aquapark • swimming with dolphins
adventure sports	• scuba diving • horse riding • jet skiing • windsurfing • mountain biking
going out	• shopping centres • restaurants • café with Mexican food

Now you are a tourist. You are going to Dubrovnik. Ask about:

- places to see
- fun activities
- adventure sports
- places to go out

Unit 17, Exercise 11, page 59

Roleplay 1

Your son/daughter has been very busy with school work this week. Whilst you've let them off most of their chores you specifically asked them to tidy their bedroom today. They haven't done it and you want to know why.

You start, e.g. *Why haven't you tidied your room yet?*

Roleplay 2

You are a parent. Your sixteen-year-old son/daughter wants to get a new laptop. You and your husband/wife don't want him/her to get a new laptop. It is breakfast time. Your son/daughter raises the subject again.

Questionnaire scores and answers

Are you a 'techy'? Exercise 4. Page 5.

Score one point for each thing you can do.

0-5: You are not very good with gadgets!

6-12: You are very good with gadgets.

13-20: You're a real expert!

Winners' quiz. Exercise 5. Page 15.

1 a) **2** c) **3** c) **4** b)

How healthy is your lifestyle? Exercise 3. Page 25.

1	a = 0 points	b = 0 points	c = 5 points
2	a = 1 point	b = 3 points	c = 5 points
3	a = −20 points	b = −5 points	c = 5 points
4	a = −5 points	b = 2 points	c = 5 points
5	a = −5 points	b = 2 points	c = 5 points

Under 0 = you really need to think about your lifestyle!

0–10 = not bad but you must change some things!

11–20 = your lifestyle is healthy but think about how you can improve it!

21–25 = well done!

Reasons

1 Soft drinks have a lot of sugar in them and tea and coffee have caffeine in them.

2 To get the vitamins you need, you must eat five portions of fruit and vegetables a day.

3 Fast food often contains high levels of fat, salt and sugar.

4 Physical exercise is good for the heart, muscles and circulation.

5 Teenagers should sleep about eight hours a night. Adults need less sleep.

Health myths. Exercise 1. Page 28.

1 **False**. It is very dangerous to do this. You can go blind!

2 **True**. Apples are very good for you but they are no better than other fruit, like oranges.

3 **True**. Teenagers need more sleep than adults (8.5–9.25 hours). Most teenagers' biological clocks mean that they are sleepy in the mornings but not sleepy late at night.

True or false? Exercise 11. Page 29.

1 It's unhealthy to drink a lot of coffee. **True**. Caffeine is bad for you.

2 It's harmful to read in a room without much light. **False**. It can't damage your eyes but it can give you a headache.

3 It's dangerous to sunbathe without suncream. **True**. You can get skin cancer!

4 It's good to drink milk before you go to bed. **True**. Milk has a chemical, tryptophan. When you drink it, you feel sleepy.

Health quiz. Exercise 7. Page 33.

1 a) **2** b) **3** b) **4** c) **5** c)

Are you a globe-trotter? Exercise 10. Page 39.

Most answers are a): you haven't travelled very much.

Most answers are b): you've been to quite a few places.

Most answers are c): you are a real globe-trotter !

Design quiz. Exercise 11. Page 49.

1 b) **2** d) **3** a) **4** a) **5** c)

How extroverted are you? Exercise 4. Page 55.

Most answers are **1**: You are a very open and outgoing person – a real extrovert! You love being with people and meeting new people. Sometimes you 'speak before you think'!

Most answers are **2**: You are a very sociable and friendly person. You enjoy the company of friends.

Most answers are **3**: You are a quiet person and possibly a bit shy. You enjoy being with your friends but don't consider yourself a 'leader'. You are hard-working.

Most answers are **4**: You are a very quiet and thoughtful person and possibly shy but you are not afraid to say what you think! You are hard-working and independent.

Fact or Fiction?

Unit 2, page 9, **fact** (or 299,792,458 metres per second.)

Unit 5, page 19, **fiction** (Scientists have discovered bacteria living at the South Pole.)

Unit 8, page 29, **fiction** (It takes the same time as other food.)

Unit 11, page 39, **fact** (There are still about 50,000 lowland gorillas in central and west Africa. However, mountain gorillas are very rare and the population is declining.)

Unit 14, page 49, **fiction** (It's an urban legend. No man-made structures can be seen from the moon.)

Unit 17, page 59, **fact**

Irregular verbs

Present Simple	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bite	bit	bitten
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
can	could	could
catch	caught	caught
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
must	had to	had to
put	put	put
read (/ri:d/)	read (/red/)	read (/red/)
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
speak	spoke	spoken
stand	stood	stood
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won
write	wrote	written

Wordlist

Module 1

Technology

camera	n	/'kæmərə/
digital camera	n	/,dɪdʒətl 'kæmərə/
computer	n	/kəm'pjuːtə/
handheld computer	n	/'hændheld kəm'pjuːtə/
DVD player	n	/,diː viː 'diː 'pleɪə/
headphones	n	/'hedfəʊnz/
laptop	n	/'læptɒp/
pen drive	n	/'pen draɪv/
mobile phone with camera	n	/'məʊbaɪl fəʊn wɪð 'kæmərə/
MP3 player	n	/,em piː 'θriː ,pleɪə/
robot	n	/'rəʊbɒt/
domestic robot	n	/də,mestɪk 'rəʊbɒt/
TV	n	/,tiː 'viː/
flat screen TV	n	/,flæt skriːn tiː 'viː/
video camera	n	/'vɪdiəʊ ,kæmərə/
walkie-talkie watch	n	/,wɔːki tɔːki 'wɒtʃ/

Module 2

Sports

athletics	n	/æθ'letɪks/
climbing	n	/'klaɪmbɪŋ/
football	n	/'fʊtbɔːl/
ice hockey	n	/'aɪs ,hɒki/
motor racing	n	/'məʊtə ,reɪsɪŋ/
skiing	n	/'skiːɪŋ/

Games

computer games	n	/kəm'pjuːtə geɪmz/
pool	n	/puːl/
Scrabble	n	/skræbl/

Module 3

Health (1)

acupuncture	n	/'ækjʊ,pʌŋktʃə/
allergy	n	/'ælədʒi/
antibiotics	n	/,æntɪbaɪ'ɒtɪks/
being overweight	adj phr	/,biːɪŋ əʊvə'weɪt/
cold	n	/kəʊld/
flu	n	/fluː/
headache	n	/'hedeɪk/
herbal remedy	n phr	/,hɜːbəl 'remədi/
insomnia	n	/ɪn'sɒmniə/
painkiller	n	/'peɪn,kɪlə/
sports injury	n	/'spɔːts ,ɪndʒəri/
stress	n	/stres/
tiredness	n	/'taɪədnəs/
vaccination	n	/,væksə'neɪʃən/

Diseases

chicken pox	n phr	/'tʃɪkən ,pɒks/
cholera	n	/'kɒlərə/
malaria	n	/mə'leərɪə/
measles	n	/'miːzəlz/
mumps	n	/mʌmps/
plague	n	/pleɪg/
polio	n	/'pəʊliəʊ/
rabies	n	/'reɪbiːz/
smallpox	n	/'smɔːlpɒks/
tuberculosis	n	/tjuː,bɜːkjʊ'ləʊsɪs/
whooping cough	n phr	/'huːpɪŋ ,kɒf/

Health (2)

cough	n	/kɒf/
earache	n	/'ɪəreɪk/
headache	n	/'hedeɪk/
high temperature	n phr	/,haɪ 'temprətʃə/
pain	n	/peɪn/
runny nose	n phr	/,rʌni 'nəʊz/
sneezing	n	/'sniːzɪŋ/
sore throat	n phr	/,sɔː 'θrəʊt/
toothache	n	/'tuːθeɪk/
have an x-ray	v phr	/,hæv ən 'eks reɪ/
stay in bed	v phr	/,steɪ ɪn 'bed/
take cough mixture	v phr	/,teɪk 'kɒf ,mɪkstʃə/
take medicine	v phr	/,teɪk 'medsən/
take tablets	v phr	/,teɪk 'tæblətz/

Extra words

blood group	n phr	/'blʌd gruːp/
depression	n	/dɪ'preʃən/
drug company	n phr	/'drʌg ,kʌmpəni/
fluoride	n	/'flʊəraɪd/
protect	v	/prə'tekt/
vitamin	n	/'vɪtəmɪn/

Wordlist

Module 4

Transport

canoe	n	/kə'nuː/
coach	n	/kəʊtʃ/
helicopter	n	/'helɪkɒptə/
jet ski	n phr	/'dʒet skiː/
lorry	n	/'lɒri/
motorbike	n	/'məʊtəbaɪk/
mountain bike	n	/'maʊntən baɪk/
snowmobile	n	/'snəʊməbiːl/
tram	n	/træm/
underground	n	/'ʌndəgraʊnd/
van	n	/væn/
yacht	n	/jɒt/
on foot	phr	/ɒn 'fʊt/
on horseback	phr	/ɒn 'hɔːsbæk/

Jobs

farmer	n	/'fɑːmə/
film maker	n phr	/'fɪlm ˌmeɪkə/
photographer	n	/fə'tɒgrəfə/
police officer	n phr	/pə'liːs ˌɒfɪsə/
politician	n	/ˌpɒlə'tɪʃən/
scientist	n	/'saɪəntɪst/
secretary	n	/'sekrətəri/
writer	n	/'raɪtə/
zoologist	n	/zuː'ɒlədʒɪst, zəʊ'ɒ-/

Animals

antelope	n	/'æntələʊp/
babcon	n	/bə'buːn/
buffalo	n	/'bʌfələʊ/
cheetah	n	/'tʃiːtə/
giraffe	n	/dʒɪ'rɑːf/
hippo	n	/'hɪpəʊ/
hyena	n	/haɪ'iːnə/
kangaroo	n	/ˌkæŋgə'ruː/
koala	n	/kəʊ'ɑːlə/
leopard	n	/'lepəd/
panda	n	/'pændə/
polar bear	n	/ˌpəʊlə 'beə/
python	n	/'paɪθən/
rhino	n	/'raɪnəʊ/
tiger	n	/'taɪgə/
wildebeest (gnu)	n	/'wɪldəbiːst, nuː/
zebra	n	/'zebrə, 'ze-/

Extra words

bungee jump	n phr	/'bʌndʒi ˌdʒʌmp/
contemporary	adj	/kən'tempərəri/
contrast	n	/'kɒntrɑːst/
destination	n	/ˌdestə'neɪʃən/
good-looking	adj	/ˌgʊd 'lʊkɪŋ/
harbour	n	/'hɑːbə/
hard-working	adj	/ˌhɑːd 'wɜːkɪŋ/
indigenous	adj	/ɪn'dɪdʒənəs/
landmark	n	/'lændmɑːk/
old-fashioned	adj	/ˌəʊld 'fæʃənd/
paraglider	n	/'pærəˌglaɪdə/
represent	v	/ˌreprɪ'zent/
species	n	/'spiːʃiːz/
symbol	n	/'sɪmbəl/
unique	adj	/juː'niːk/

Module 5

Design

ambitious	adj	/æm'bɪʃəs/
bold	adj	/bəʊld/
breathtaking	adj	/'breθteɪkɪŋ/
bridge	n	/brɪdʒ/
eye-catching	adj	/'aɪkætʃɪŋ/
functional	adj	/'fʌŋkʃənəl/
ground-breaking	adj	/'graʊndbreɪkɪŋ/
hotel	n	/həʊ'tel/
impressive	adj	/ɪm'presɪv/
innovative	adj	/'ɪnəvətɪv/
modern	adj	/'mɒdn/
multi-purpose	adj	/mʌlti'pɜːpəs/
museum	n	/mjuː'ziəm/
office block	n	/'ɒfəs ˌblɒk/
original	adj	/ə'rɪdʒɪnəl/
palace	n	/'pæləs/
shopping complex	n	/'ʃɒpɪŋ ˌkɒmpleks/
traditional	adj	/trə'dɪʃənəl/
viaduct	n	/'vaɪədʌkt/

Module 6

Personality adjectives

easy-going	adj	/ˌiːzi 'gəʊɪŋ/
energetic	adj	/ˌenə'dʒetɪk/
extrovert	adj	/'ekstrəvɜːt/
friendly	adj	/'frendli/
hard-working	adj	/ˌhɑːd 'wɜːkɪŋ/
helpful	adj	/'helpfəl/
honest	adj	/'ɒnəst/
independent	adj	/ˌɪndɪ'pendənt/
introvert	adj	/'ɪntrəvɜːt/
kind	adj	/kaɪnd/
lazy	adj	/'leɪzi/
organised	adj	/'ɔːgənaɪzd/
outgoing	adj	/'aʊtˌgəʊɪŋ/
practical	adj	/'præktɪkəl/
quiet	adj	/'kwaɪət/
reliable	adj	/rɪ'laɪəbəl/
sensitive	adj	/'sensətɪv/
shy	adj	/ʃaɪ/
sociable	adj	/'səʊʃəbəl/
talkative	adj	/'tɔːkətɪv/
thoughtful	adj	/'θɔːtfəl/
tidy	adj	/'taɪdi/
untidy	adj	/ʌn'taɪdi/

Feelings

angry	adj	/'æŋgri/
annoyed	adj	/ə'nɔɪd/
anxious	adj	/'æŋkʃəs/
bored	adj	/bɔːd/
delighted	adj	/dɪ'laɪtɪd/
depressed	adj	/dɪ'prest/
excited	adj	/ɪk'saɪtɪd/
furious	adj	/'fjʊəriəs/
nervous	adj	/'nɜːvəs/
relaxed	adj	/rɪ'lækst/
sad	adj	/sæd/
scared	adj	/skeəd/
upset	adj	/ʌp'set/
worried	adj	/'wʌrɪd/

Extra words

investigate	v	/ɪn'vestɪgeɪt/
survive	v	/sə'vaɪv/
trial	n	/'traɪəl/

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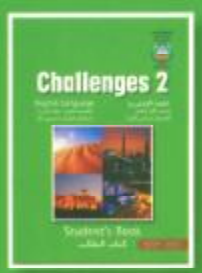

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